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THIRTY-SECOND
ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
TOGETHER WITH THE
THIRTY-SECOND ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.

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ANNUAL REPORT.

The Thirty-Second Annual Report of the Board of Education is respectfully submitted to the Legislature.

The accompanying Reports of the Visitors of the several Normal Schools will show the present condition of those institutions.

From the Report of the Secretary of the Board, containing interesting facts and important suggestions, from the Abstract of School Reports and from the admirably arranged School Returns, may be obtained a large amount of valuable knowledge respecting the present state of public education in the Commonwealth.

The Board feel confident that a careful perusal of these documents will convince the reader that the Public Schools have never enjoyed before, to so great an extent, the confidence of the people, nor so fully realized the hopes of the friends of popular education.

While no radical changes—some of which are greatly needed—have been made in our school system, there has been steady improvement in methods of instruction, and greater earnestness in all departments of education. In all institutions, from the Primary School to the College, there is a spirit of eager inquiry after the best means of promoting general intelligence and sound learning.

At no previous time in the history of the country, has there been in the public mind so deep a conviction of the value and need of the best education for the people.

The sum expended upon the Public Schools, exclusive of expense of erecting new school-houses and of school-books, exceeds that of last year by nearly a third of a million of dollars. Nearly one hundred new Public Schools have been established during the year, and the number of scholars has increased in the Public and decreased in the Private Schools.

These general facts show that public education is taking no backward step, but is making slow and sure progress.

There is much to be done, undoubtedly, before the Common School will fully accomplish its mission. Too much fault, however, may be found with a system of education, which is really more efficient for good than any other yet devised by man, but which, for want of means, produces only partial results.

The evils which have grown out of the peculiar management of the schools in certain localities, are often wrongly attributed to the school system, and nothing has been more common than abuse of Public Schools from those who, occupying a narrow stand-point, imagine they survey the whole field of education.

Each city or town being left free to manage its educational affairs, can have as good schools as it may choose to have. No statute limits the amount that may be raised by taxation for the support of schools. Good men can be found everywhere who will supervise the schools, and, for adequate compensation, good teachers can be procured and retained. With wise supervision, good teachers and liberal appropriations, the schools cannot fail to flourish.

Upon the teacher, however, rests the responsibility of imparting thorough instruction, without which all other means and helps are of little avail. Hence every movement made and every dollar spent for the purpose of multiplying good teachers is evidently in the right direction, and it is mainly to their proper education, and to the elevation of teaching to the dignity of a distinct profession, offering as strong inducements as any other, that we must look for permanent improvement in our Public Schools.

The Board of Education, long since felt the importance of establishing professional schools, for the instruction of teachers in the *art* of teaching, and, in the face of much opposition which has mostly died away, succeeded in founding those grand institutions the Normal Schools, which the people of the Commonwealth have learned to regard with a just pride. As a proof of the confidence bestowed upon these schools, we need only state, that there are now more pupils in them than at any former period, and two of them have more pupils than they can well accommodate. The demand for graduates from these schools has been greater than the supply for some years past.

No one who has carefully examined the statistics of the Public Schools, for the past few years, could have failed to notice that the business of public instruction has been gradually passing into the hands of females.

In 1858, 76 per cent. of all the teachers employed in the Public Schools were females ; and, in 1868, they had increased to 87 per cent. ; a gain of 11 per cent. in ten years.

It is probably true that the willingness of women to accept lower wages has induced school committees to engage their services more exclusively, but it by no means follows that the standard of true education is not as high now as in former times. More money for the support of schools, in proportion to the number of scholars, is now raised by taxation and dispensed from the School Fund, so that the result of the more general employment of female teachers has not been to lessen the amount of money expended for education, but to lengthen the terms of school and make more perfect classification practicable.

It would be no easy matter for any one to prove that the Public Schools of the present day are not superior to those of former times in the proficiency of the pupils in every branch of study. If, however, there had been nothing gained by woman's influence but the more humane methods of managing and governing children, which have supplanted, in a great measure, the old system of force and terrorism, that would be reason enough for encouraging her to adopt a profession to which her instincts strongly incline. She finds, in the school-room, work that is congenial to her nature—the care and training of children ; and this, together with the social advantages that professional labor confers, must always operate to turn the thoughts of educated women to teaching as an employment. By reference to the statistics of the two Normal Schools at Bridgewater and Westfield, where both sexes are admitted, it will be found that in the former, in 1858, the per cent. of females was 64, and it had gradually increased, until last year it amounted to 76 per cent. In the Westfield Normal School, in 1858, the per cent. of females was 73 ; in 1868, there was 90 per cent.

It is a gratifying fact that, while they have so largely taken possession of the Public Schools, they have also recognized the necessity of preparing themselves in the Normal Schools for the work of teaching.

The per cent. of females in these schools in each year, from 1858 to the present time was as follows:—

YEAR.	Bridge-water.	Westfield.	YEAR.	Bridge-water.	Westfield.
1858, . . .	.64	.73	1864, . . .	.74	.84
1859, . . .	.62	.73	1865, . . .	.76	.87
1860, . . .	.51	.77	1866, . . .	.73	.92
1861, . . .	.52	.75	1867, . . .	.72	.89
1862, . . .	.56	.77	1868, . . .	.76	.90
1863, . . .	.67	.85			

A few years ago the course of study in the Normal Schools was lengthened to two years. The action of the Board has not had the effect to diminish the number of applicants; on the contrary, as before stated, the number is largely increased. The Board now desire to take one step further, and establish a higher course of study. School committees have long experienced great difficulty in procuring the services of competent assistants in the High Schools. They have been, in most cases, graduates of the High Schools, with no experience and no training in the art of teaching.

In his last Annual Report, the Secretary of this Board recommended that a supplemental course of study, occupying two years, be introduced into the Normal Schools for the purpose of training pupils in the branches usually taught in High Schools.

The Board, after due consideration, have adopted the suggestion of the Secretary, and have decided to ask the Legislature for the necessary appropriations. The course of study has not yet been fully determined, but will include Latin, French, the Higher Mathematics, Natural Science, Ethics, and English Literature, and special training in the best methods of teaching these branches.

The principal advantage gained by this will be the introduction of Normal methods of teaching into our High Schools and Academies, where so many are educated as teachers for the Pri-

mary and Grammar Schools, and thus the benefits of the Normal Schools will be more widely felt. This higher course will give to females especially, the opportunity of acquiring an amount of knowledge and experience which will enable them to compete with males in the higher and perhaps more responsible departments of teaching.

WILLIAM CLAFLIN.
JOSEPH TUCKER.
JOHN P. MARSHALL.
GARDINER G. HUBBARD.
WILLIAM RICE.
EMORY WASHBURN.
SAMUEL T. SEELYE.
JOHN D. PHILBRICK.
DAVID H. MASON.
JAMES FREEMAN CLARKE.

REPORTS OF VISITORS OF THE NORMAL SCHOOLS.

FRAMINGHAM.

The Visitors have made frequent examinations of this school during the past year, and have received great pleasure from what they have seen and heard. They are yet unable to discover that it has suffered any by being under the charge of a female, while in many respects the young ladies are better cared for than they could be under a male teacher.

Some changes have occurred in the corps of teachers. Miss Poole was compelled to resign on account of ill health. She was much esteemed by the teachers and pupils. Miss Moore, a graduate of this school, supplied the vacancy. Mr. Brown, who had been engaged as a music teacher, a gentleman of much experience and ability, terminated his engagement with the winter term. The Visitors were of the opinion that music should be taught daily at regular hours, and, if possible, by one of the teachers in the school as a regular exercise, for the purpose of preparing the pupils to instruct children in the first elements of vocal music. Miss Tenney took the charge of this department, and we have been pleased thus far with the results. Miss Moore and Miss Tenney have brought to the school experience and uncommon abilities. They have been successful.

The statistics of the school for the past year are as follows:—

Number graduated in January,	11
graduated in July,	18
left without graduation,	17
Advanced classes,	12
Senior class, present term,	17
Second class,	22
Third class,	11
Fourth class,	29
<hr/>	
Total,	137

Admitted in February,	.	.	.	.	.	.	.	14
in September,	.	.	.	.	.	.	.	25

Average age of advanced class,	.	.	.	.	19.58	years.
of senior class,	.	.	.	.	20.08	"
of second class,	.	.	.	.	19.33	"
of third class,	.	.	.	.	19.08	"
of fourth class,	.	.	.	.	17.75	"

Ten of the States and ten of the counties of this State are represented,—

Maine, 2; New Hampshire, 8; Vermont, 1; Massachusetts, 117; Rhode Island, 2; Connecticut, 2; New York, 1; New Jersey, 1; Illinois, 1; South Carolina, 2.

Counties represented:—

Middlesex, 64; Worcester, 38; Norfolk, 4; Essex, 3; Barnstable, 2; Hampshire, 2; Bristol, 1; Suffolk, 1; Plymouth, 1; Franklin, 1.

Towns represented:—

Framingham, 21; Worcester, 8; Marlborough, 7; Concord, Westborough and Stow, each 5; Clinton, 4; Ashland, Upton, Wayland, and Hubbardston, each 3; Needham, Dover, Bolton, Lancaster, Northborough, Stoneham, Andover, Groton, Pepperell, Dana, Newton, Holliston, and Dorchester, each 2; South Acton, Hudson, Templeton, Abington, Harwich, Bedford, Orange, Mendon, Ware, Townsend, Newburyport, Ashburnham, Cambridge, Lowell, Millbury, Milford, Gardner, New Bedford, Prescott, Provincetown, Boston, Somerville, and Southborough, each 1.

Occupations of parents:—

Farmers, 47; merchants, 12; manufacturers, 7; ministers and mechanics, each 6; carpenters, 5; laborers, 4; grocers, lawyers, doctors, teachers, and hotel-keepers, each 3; masons, machinists, overseers, blacksmiths, painters, mill operatives, brokers, cabinet-makers, and sea captains, each 2; stable-keeper, artist, shoemaker, mail agent, cashier, chair-maker, butcher, tailor, mill agent, baker, box-maker, harness-maker, gardener, weaver, lumber-dealer, and soldier, each 1.

The legislature of last year appropriated \$2,500 to alter and enlarge the school building. The committee then thought that sum would be sufficient to accomplish the work proposed, but

they have found it otherwise. We were unwilling to begin the improvement when we believed the appropriation was insufficient to complete it. We also came to the conclusion that it would be better and more economical to make more extensive additions than was at first proposed. We have therefore delayed any action till the Board could decide whether a larger appropriation should not be asked for to complete the whole work.

The prices of board and the expenses of living have come to be very serious obstacles in the way of the prosperity of this school. Few of the young ladies who desire to become teachers can afford to pay these large expenses, and therefore our supply does not meet the demands of the public for teachers, and the school fails to accomplish the greatest possible amount of good. If some way could be found to remedy this difficulty, the benefits of the school would be much more widely distributed, and many worthy young women, now too poor to prepare themselves, would become very valuable teachers.

It is in our judgment a gratifying fact that so many of our Public Schools are passing under the care of female teachers. The length and number of the schools are thus increased, and we believe the instruction given is not less valuable. There seems to be a peculiar fitness in the educated women to teach children of the ages found in our Public Schools, and we have sometimes wondered why school committees do not oftener prefer to place women educated to teach, at the head of our Grammar Schools. The salaries they often pay for ordinary male teachers would secure the very choicest female talent and experience. We would urge the propriety of furnishing in the Normal Schools the means of a higher education, to fit more of our young women for responsible places in our High and Grammar Schools.

In her last semi-annual report, the principal of this school remarks:—

“The high prices and difficulty of obtaining board are two of the most serious obstacles to the enlargement of this School. If some arrangement can be made to reduce the expenses of the course, the numbers will greatly increase.

“Most gratifying evidence of the success of graduates in the work of teaching has been received during the year, and the applications of school committees for teachers have far exceeded the possibilities of supply.

“Applications for ladies for principals and assistants in High Schools are increasing in number, and indicate the growing need of an enlargement of the system of training, that the State may offer the same facilities for preparation for teaching in the higher as in the primary branches.”

Interesting and valuable lectures have been given during the year by Professor Washburn, Hon. Joseph White, Professor Atkinson, H. H. Lincoln, Rev. B. G. Northrop, W. H. Niles, and Professor Wyman. Contributions to the library have been received from Hon. Charles Sumner, Hon. George S. Boutwell, and others. We are sorry to say that the library is by no means sufficient for the wants of the school.

The year has been one of pleasure and profit in the school. We have watched its interests with care, and we think the corps of teachers are capable and earnest, and are accomplishing their work with fidelity and success.

EMORY WASHBURN.
D. H. MASON.

SALEM.

The statistics of this school for the year 1868 are as follows:—

1. The whole number of pupils since the opening of the school, Sept. 13, 1854, is 1,189.

The number in attendance during the first term of the year 1868, 160; during the second term, 156; number of different pupils during the year, 213.

2. Class admitted, Feb. 20, 1868, 47; average age, 18.35 years. Class admitted Sept. 3, 1868, 53; average age, 18.5 years.

3. Of the 100 pupils admitted in 1868, Salem and Lowell sent 7 each; Chelsea and Beverly, 4 each; Arlington, Lynn, Danvers, Marblehead, and Nantucket, 3 each; Boston, Cambridge, Lynnfield, Peabody, Reading, Seekonk, Swampscott, and Wakefield, 2 each; Brookline, Charlestown, Dover, Dunstable, Dracut, Salisbury, Freetown, Groton, Ipswich, Lawrence, Medfield, Melrose, New Bedford, Newburyport, Northfield, Petersham, Phillipston, Plymouth, Sandwich, Saugus, Southborough, Spencer, Springfield,

Taunton, Topsfield, Tyngsborough, Amesbury, and Winchester, 1 each. The State of Maine sent 3; New Hampshire, 8; Vermont, 3; Rhode Island, 1; New York, 4.

Of the 213 pupils present during the year, Essex County furnished 75; Middlesex, 46; Suffolk, 20; Bristol, 9; Worcester, 7; Norfolk, 4; Barnstable, Franklin, and Nantucket, 3 each; Plymouth, 2.

4. The fathers of the pupils admitted during the year, are by occupation, as follows: Farmers, 25; clergymen, 9; carpenters, 6; mechanics and shoemakers, 4 each; grocers, lawyers, and sea captains, 3 each; architects, blacksmiths, carriage manufacturers, coal dealers, machinists, merchants, printers, shoe manufacturers, stable keepers, store keepers, 2 each; clerk, collector of internal revenue, dentist, expressman, fish dealer, fisherman, furniture dealer, glue manufacturer, leather dealer, market-gardener, mason, overseer, photographer, physician, plumber, reporter, sailor, station agent, stove dealer, tobacconist, trader, water gauger, worker in white lead, 1 each.

5. Of the class admitted in February, 14 had taught school; of the class admitted in September, 15; total, 29.

6. Number that graduated, January 23, 19; July 9, 32.

7. Whole number of graduates of the school (26 classes,) 514.

8. In January, 16 pupils received State aid; in July, 22.

9. Number of pupils present in the several classes during the first term of the year; advanced class, 4; class A (senior,) 36; class B, 30; class C, 33; class D, 57.

Number present during the second term, advanced class, 9; class A, 24; class B, 26; class C, 44; class D, 53.

10. Few changes in the corps of teachers have occurred during the year. Miss Christine Chaplin has been employed as teacher of drawing. Miss H. L. Martin having been absent the second term of the year, on account of ill health, her place has been acceptably filled by Miss E. Maria Upham, a graduate of the school. Miss Mary A. Currier, a teacher of long and successful experience in the schools of Boston, has, for one term, rendered valuable service as teacher of reading and vocal culture.

11. Interesting and instructive lectures have been given to the school, as follows: Four lectures on Civil Polity, by Hon. Joseph White, Secretary of the Board of Education; three on English Literature, by Prof. William P. Atkinson, of Cambridge; one on

Reading, by Rev. James O. Scripture, of Salem; one on Palestine, and one on Language, by Rev. E. S. Atwood, of Salem; five on Natural History, by Prof. E. S. Morse, of the Peabody Institute, Salem; and seven on English Literature, by Mrs. Brooks, of Cambridge.

12. Additions to the library have been made by Messrs. Brewer & Tileston, of Boston; Cowperthwait & Company, of Philadelphia; and A. S. Barnes & Company, of New York.

The cabinet has been increased by contributions from A. S. Peabody, Esq., of Salem.

The class that graduated January 23d, made an addition to the gas fixtures of the school-house, at a cost of forty dollars. The class that graduated July 9th, presented the school with a small Rhumkorff coil, costing forty-six dollars.

13. Throughout the year, three classes of different grades have been taken from the Broad Street Primary School to receive instruction and training in elementary lessons of various kinds from the members of the senior class. The plan commonly pursued in conducting these lessons is this: The young lady who is to give a lesson presents to her teacher a carefully prepared outline of the subject assigned. The plan of the lesson having been approved, she gives the lesson to the class of children in the presence of the seniors and their teacher. At the close of the lesson, criticisms upon it are freely made by the seniors. The subject is then reviewed by the teacher, who points out whatever has been wrong, either in the lesson or in the criticisms thereon.

In this way all the members of the senior class obtain some useful experience in the art of teaching, and receive the benefit of kindly criticisms. The advantages arising from these teaching exercises can hardly be overestimated.

14. This school has been unusually prosperous during the past year.

The number of its pupils has been larger than during any previous year. It has gained a wide reputation for the thoroughness of its instruction and the skill of its graduates in teaching.

JOHN P. MARSHALL,
JAMES FREEMAN CLARKE,

Visitors.

BRIDGEWATER.

The Visitors of this school are happy to report that it has moved on very harmoniously through all the year. The teachers have been faithful and efficient, and the pupils have been earnest and industrious. There has been the most hearty co-operation of teachers and pupils in carrying forward the appropriate work of the year. The number of pupils in attendance during the present term exceeds that of any previous term since the establishment of the school. At the beginning of the term all the desks were filled, and an additional supply had to be provided. More desks are still needed, and provision must be made for their purchase.

The statistics for the year 1868, as furnished by Mr. Boyden, are as follows:—

Number of pupils admitted during the year—

Ladies,	57	
Gentlemen,	18	
Total,	—	75

Increase for the year, 29.

Average age on admission—

Ladies,	19.3 years.
Gentlemen,	20.6 “
General average,	19.9 “

Number who had previously taught—

Ladies,	27	
Gentlemen,	9	
Total,	—	36

Number in attendance during the year—

Ladies,	95	
Gentlemen,	32	
Total,	—	127

Increase for the year, 26.

Number of graduates during the year—

Ladies,	17	
Gentlemen,	9	
Total,	—	26

Number who have received State aid—

Ladies,	29
Gentlemen,	16
Total,	45

Number admitted since commencement of school, . . . 1,661

Number of graduates since commencement of school, . . . 1,027

Of the 75 pupils admitted in 1868, Boston sent 4; Bridgewater, Barnstable, Fall River, Leominster, Middleborough, Quincy, Rutland, Westport, 3 each; West Bridgewater, Duxbury, Falmouth, Lynn, Medway, Newton, 2 each; Attleborough, East Bridgewater, North Bridgewater, Brewster, Dennis, Edgartown, Foxborough, Holyoke, Lakeville, Lawrence, Milford, Marshfield, Natick, Orleans, Plympton, Provincetown, Randolph, Reading, Taunton, Wellfleet, Yarmouth, 1 each; Newport, R. I., 4; Antrim, Hollis, Litchfield, Milford, Windham, N. H., 1 each; Auburn, Bath, Standish, Me., Baltimore, Md., 1; Dadeville, Ala., 1.

The occupations of their fathers have been stated as follows: Farmers, 25; merchants, carpenters, seamen, 4 each; blacksmiths, machinists, 3 each; clergymen, carriage-makers, grocers, masons, physicians, shoemakers, shoe manufacturers, teachers, 2 each; baker, depot master, drover, furniture dealer, judge, lawyer, laborer, lobster dealer, lumber dealer, overseer, market-man, manufacturer, pattern-maker, pianoforte-maker, police officer, sexton, 1 each.

Of the 127 pupils in attendance during the year Plymouth County sent 35; Bristol, 19; Barnstable, 12; Norfolk, 11; Worcester, 10; Essex, 7; Middlesex, 7; Suffolk, 6; Hampden, Dukes, Nantucket, 1 each; New Hampshire, 7; Rhode Island, 5; Maine, 3; Maryland, Alabama, 1 each.

Six of the States, eleven of the counties and fifty-two of the towns of this State have been represented by the pupils present during the year.

At the commencement of the year Mr. E. H. Barlow, who had been first assistant one year and a half, resigned his position to engage in the special work of teaching elocution. Mr. G. H. Martin, who had successfully taught in the school three years, took the place vacated by Mr. Barlow, and Mr. A. E. Winship

was appointed as the successor of Mr. Martin. Mr. Winship is a graduate of this school, and left a much larger salary as principal of a Grammar School in Newton to accept this position. In April Miss M. H. Leonard, a recent graduate of this school, and principal of the High School in Longmeadow, was added to the corps of teachers. These teachers are performing their duties with fidelity and success.

The Board of Instruction at the present time consists of Albert G. Boyden, A. M., Principal, George H. Martin, Albert E. Winship, Eliza B. Woodward, Alice Richards and Mary H. Leonard, assistants; Prof. H. E. Holt, of Boston, teacher of music.

A course of lectures on Civil Polity, by the Secretary of the Board of Education, four lectures on Geology, by Prof. Sanborn Tenney, a series of lessons on Anatomy, by Dr. L. G. Lowe of Bridgewater, a lecture on the Vegetable Kingdom, by Dr. George B. Emerson of Boston, two lectures on History, by Rev. Mr. Merriman, of Kingston, two lectures on English Literature, by Prof. Wm. P. Atkinson of Cambridge, and a lecture upon What Educates Us, by Rev. H. D. Walker of Bridgewater, have been given to the school.

Additions to the Library have been made by Messrs. A. S. Barnes & Co., Mason Brothers, Harper and Brothers, New York; Cowperthwait & Co. of Philadelphia; R. S. Davis & Co. of Boston; Hon. Charles Sumner, Hon. Oakes Ames, Hon. Henry Barnard, the Secretary of the Commonwealth, and the Secretary of the Board of Education.

Additions to the Cabinet have been contributed by Messrs. F. H. Ludington, J. B. Gould, M. W. D. Hurd, Henry J. Clarke, J. D. Billings, M. C. French, G. H. Martin, and Capt. Alden of Fairhaven.

Two new cases have been put up in the Cabinet, which are rapidly filling up with specimens, and a new portable furnace has been put into the cellar for warming the halls and anterooms in the lower part of the building.

The graduates of the school are doing a good work, many of them meeting with marked success. The numerous applications received asking for "trained teachers" for all the grades of the Public Schools show most conclusively that Normal graduates are greatly preferred to those who have had no special training.

The increase in the number of pupils in attendance makes still

more urgent the need of providing better boarding accommodations. This is the one great want of the institution. The cost of board is too high ; its quality is too poor. Many of the rooms occupied by the students are small and inconvenient. Besides, board for all the pupils cannot be had at any price. A very large proportion are obliged to board themselves, to the great detriment of their health. And even suitable accommodations for self-boarding cannot be obtained. The case is so plain that it does not admit of doubt. A hall for the students is an absolute necessity.

One other want demands attention. It is the want of a larger appropriation for salaries of teachers. The rate of compensation they are now receiving is considerably below that received by teachers of like capacity and qualifications in the Public Schools of the State. Our Normal Schools are intended to be model schools in all respects, but they can be model schools only so far as they are managed and instructed by model teachers. It is essential that they should have first-class teachers. But in order to secure and retain the services of such teachers it is necessary to pay them an adequate salary.

JOHN D. PHILBRICK, *Visitor*.

WESTFIELD.

The Visitors of the Westfield Normal School are gratified in being able to report that the past year has been one of great prosperity. The number of pupils has been larger than during any previous year in the history of the School. The accomplished principal and his associates in the Board of Instruction have given new evidence of their appreciation of their work, and their ability to do it well and thoroughly, and the results have been highly satisfactory.

The statistics of the School are as follows :—

The whole number in attendance during the year, is—

Ladies,	157
Gentlemen,	16
Total,	— 173

Of this number Hampden County furnished 57; Hampshire, 28; Berkshire, 19; Franklin, 16; Worcester, 11; Suffolk, 2; Middlesex, 1; Essex, 1; Connecticut, 20; New York, 6; Vermont, 4; New Hampshire, 2; Pennsylvania, 2; New Jersey, 1; Rhode Island, 1; Ohio, 1; Illinois, 1. Total, 173.

Graduates for fall and winter term of 1867-8,—

Ladies,	16	
Gentlemen,	1	
Total,	—	17

Spring and Summer term of 1868,—

Ladies,	30	
Gentlemen,	4	
Total,	—	34

Whole number of Graduates,—

Ladies,	46	
Gentlemen,	5	
Total,	—	51

Number in Entering Class for fall and winter term of 1867-8,—

Ladies,	48	
Gentlemen,	5	
Total,	—	53

Spring and Summer term of 1868,—

Ladies,	34	
Gentlemen,	2	
Total,	—	36

Whole number in entering classes,—

Ladies,	82	
Gentlemen,	7	
Total,	—	89

Average age of those in entering classes,—

Ladies,	18 yrs.	8 mos.
Gentlemen,	20 “	7 “
General Average,	19 “	8 “

Occupation of Parents.—Farmers, 59; mechanics, 9; merchants, 8; clergymen, 4; manufacturers, 4; teachers, 3; physician, 1; hotel keeper, 1; boatman, 1; surveyor, 1; town clerk, 1; mail carrier, 1; provision dealer, 1.

Number of those who have received State aid for fall and winter term of 1867–8,—

Ladies,	54
Gentlemen,	4
Total,	58

Spring and Summer term of 1868,—

Ladies,	56
Gentlemen,	2
Total,	58

Whole number of those who have received State aid during the year, 116.

There has been but one change in the able and efficient Board of Instruction the present year. At the close of the Spring term, Miss Badger (now Mrs. Wells) resigned her position as teacher after four years' connection with the school, during which she had been eminently successful as an instructor.

The occasion of her resignation is happily stated in the report of the principal. He says: "In the midst of her highest success she received an earnest invitation to change her relations, and to apply her talents and her culture in a new field of labor. It at once appeared evident that remonstrance would be both improper and unavailing, and so, making a virtue of necessity, we dismissed her joyfully from our ranks, that she might become the assistant of one who has chosen the good work of teaching men how to live as well as how to think."

Miss E. Carver, a graduate of the summer term of 1865, was appointed to fill the vacancy. Miss Carver entered upon her duties with an excellent reputation as a teacher, and the result of her labors thus far affords the highest promise of her permanent success.

A course of exceedingly valuable lectures on Civil Polity was given during the summer term by the Secretary of the Board of Education.

Dr. Lowell Mason has also visited the School, and favored the pupils with gratuitous instruction in music.

In addition to his instructions, Dr. Mason has supplied the Normal School and the School of Observation with copies of his "Book of Psalms," arranged for responsive reading, with copies of his "Song Garden," first, second and third parts, and with a complete set of his lately published "Musical Charts." These books and charts are in constant use in the schools, and furnish valuable aid in the exercises they were designed to illustrate.

The Visitors would hereby express their grateful acknowledgments to Dr. Mason for the services he has rendered to the School, as well as for these valuable gifts.

Mr. Greenough has devoted much time and labor to the arrangement of the cabinets under his care, and the School has now a mineralogical and a geological Cabinet distinct from each other, greatly enlarged, and well adapted to practical use.

Mr. Scott also has made large additions to the Zoölogical Cabinet, which now furnishes great facilities to the pupils of the School for the study of Natural History.

Donations have been made to these cabinets by the following gentlemen, viz.:—Dr. H. M. Miller, Charles Fowler, Hon. Wm. G. Bates, J. H. Haldeman, Alfred Symmes, and Ansel Gridley, of Westfield; and F. A. Holcomb, of Grand Rapids, Michigan.

Our thanks are due to these gentlemen for their contributions.

We acknowledge also our obligations to Messrs. Kirst and Meacham for gratuitous assistance in the preparation of specimens, and for donations to the cabinets.

Our thanks are due also to members of the school for the donation of a large collection of minerals, birds and shells.

The collection was made by Prof. Tenney, of Vassar College, and presented to the School principally by the students.

The School of Observation, under the charge of Mr. J. H. Haldeman as principal, continues to be a valuable auxiliary to the Normal School, and is accomplishing the most satisfactory results. The Visitors would recommend to this Board to ask of the legislature the usual appropriation of \$500 for the support of this School the ensuing year.

At the commencement of the last term it was found that the heating apparatus of the Normal School building had become so defective as to be entirely inadequate to warm the building. In

accordance, therefore, with a vote of this Board, passed at the meeting in October, the Visitors made arrangements to meet the exigency. Two new furnaces were purchased, and the old ones were moved and re-fitted. The new arrangements work admirably, and the building is now thoroughly warmed.

The Visitors would recommend to this Board to ask of the legislature an appropriation of \$775 to defray the expenses which have been incurred in these improvements.

The Visitors feel that the Westfield Normal School has done all that could reasonably be expected for the accomplishment of the objects for which it was instituted. As a Training School for teachers for the lower grades of schools, it has attained a high degree of excellence; but the necessity for teachers in the higher schools, thoroughly qualified for their work, not only by their acquaintance with the studies pursued, but also by a professional training in the art of teaching, is increasingly felt. To meet the demand for such teachers an enlarged course of study should be provided, and the term of this full course be extended to four years.

It is important to commence right in the work of instruction. Hardly less important is it that the work should be carried on in the same manner. Much has been accomplished by the professional training of teachers for our lower schools, and not less benefit would arise from a similar training for teachers in our High Schools.

The importance of the proposed arrangement will appear more obvious when we consider, farther, that the Normal School can at best supply but a small portion of the teachers employed in the State, and the larger number must be taken from the graduates of our High Schools and Academies. It is therefore of the utmost importance that these schools should be supplied with instructors, not only thoroughly educated, but also thoroughly trained for their work, that they may in their turn assist in preparing these graduates for the business of teaching, upon which so many of them will enter.

The system of instruction will thus become uniform in all the grades of our schools.

The increase of pupils the present year has been such that we have been straitened for room. The Visitors have therefore been compelled to consider the expediency of an enlargement of the

present building. Should the advanced course of study be inaugurated, in accordance with the suggestions we have made, this enlargement would become an imperative necessity. Under these circumstances the Visitors have procured from a builder in Westfield a plan and estimates for the addition of another story to the present building. The proposed addition would furnish ample accommodations for many years to come, and would at the same time, in our judgment, add very much to the architectural effect of the present building.

The Visitors would commend this plan and these estimates to the attention of this Board.

WM. RICE.
S. T. SEELYE.

AGENT'S REPORT.

To the Board of Education :

GENTLEMEN,—In compliance with the presumed wish of the Board, in the absence of any requirement to that effect, I herewith submit a brief statement of the manner in which I have endeavored, during the past year, to discharge the duties which, by the Act establishing the office, and by your direction and sanction in former years, are devolved upon the Agent of the Board.

It might, perhaps, be sufficient for me to make the simple statement that, to the discharge of these duties, so numerous and varied, I have devoted my time and energies during the entire year, without entering into any personal statements, or presenting any summary of statistics, which, in the absence of any detailed explanations, might give to some the impression that a much greater amount of labor had been performed than was actually, while, on the other hand, an equally erroneous impression might be formed from the fact that so much of time and labor is expended in performing the duties of such an office, which cannot be expressed in figures. Following, however, the usage of my predecessors, I will say that I have made 134 visits to 93 towns in 13 counties,—Nantucket being the only one not visited,—and have visited the schools of more than 500 teachers, in the majority of which short addresses of a local and practical character have been made; have attended and addressed four County Teachers' Associations, participated in the dedication of eight school-houses, and have made preliminary arrangements for, and attended seven institutes in six different counties. Of the number of miles traveled, and letters written, I have kept no particular record. In as many of the towns visited as seemed practicable, I have, by previous appointment, met the teachers, parents, and citizens, in public meetings, and presented such sub-

jects as from local circumstances I deemed best adapted to promote the interests of education among them. The extensive area, and sparseness of population, precluded a general public gathering of the people in many of the towns visited, and in such places my efforts were directed to awakening an increased interest in the Public Schools by direct personal appeal to the most influential citizens whom I could find in the several school districts, and by such remarks in the schools visited as the older and more intelligent pupils could repeat at home. Agreeably to the wish of the Secretary of the Board, much time has been occupied in visiting those towns in the State which, from neglect the previous year to maintain their schools six months or 120 days, the minimum time required by the statutes, were liable to forfeit their share of the appropriation from the school fund of the State. There were between thirty and forty such towns, many of them lying in remote parts of the State, and often widely distant from each other, requiring much time to visit them. It was hoped that such a visit from the Agent of the Board might prove beneficial in various ways,—by conveying to the people the very sincere wish of the Board and its officers that they should share in the State appropriation, by ascertaining what special reasons, if any, prevented a compliance with the requirement which could not well be communicated in the statistical returns made to the Board, by removing, as far as possible, any existing impression in regard to the sometimes alleged injustice of the law, and by awakening such an increased interest in their schools as would prevent such a forfeiture in the future. In many instances the result of these visits has corresponded with the hope that prompted them. The committee of several of these towns have made such statements as showed that in making their annual returns they labored under a misapprehension of the real intent of the requirements, and that the towns were fairly entitled to a share of the appropriation which has since been accorded to them. In a few cases peculiar local difficulties, the existence of which has been confirmed by my personal observation of them, have been regarded as a sufficient justification for excusing the neglect of the town in not fully complying with the law. In one town it was found that a sufficient sum had been appropriated to maintain all the schools as long as the law requires, but as the prudential committee in two or three districts, without any satisfactory reason, had closed the schools

before they had been kept the lawful period, though there was an unexpended balance on hand sufficient to prolong them the required time, the town forfeited its share of the State appropriation. It is not an unusual fact in towns where the schools are still under the management of the pernicious double-headed system of a prudential and superintending committee, that the children in some of the school districts are cheated out of an amount of instruction which might have been secured to them by the unexpended balance of the town's appropriation which some short-sighted, parsimonious, prudential committee-man has withheld from its legitimate and most beneficial use, and thus in his ignorance of the law rendered the town liable to a forfeiture of a much greater amount. Many of these delinquent towns are abundantly able to do all that the law requires, and much more, and the just forfeiture of any share of the appropriation from the State school fund may prove an incentive to a more liberal expenditure, and to more earnest efforts tending to an improvement of their schools. Such I found to be the feeling of many most deeply interested in the schools in several of these towns. So far from regretting the forfeiture of appropriation, they regarded it as full of promise for the future. In only a single instance have I learned of any very decided opposition to the law in consequence of losing the State appropriation, and that found expression in efforts to prevent the annual statistical report being made to the State Board of Education, as required by statute, and an intimation that if the appropriation were again withheld the town would pass a vote at its next annual meeting to withhold any statistical return, not aware, probably, that failure to make the required report would subject the town to "*forfeit in addition thereto*" (i. e. loss of appropriation) "not less than one hundred nor more than two hundred dollars."

The failure to comply with the requirement of the statute in regard to the length of time that the schools shall be kept, is the result, in a majority of cases, of the unnecessarily large number of districts into which many towns with a comparatively small number of school children are divided, for each of which districts a school must be maintained. A sufficient sum of money is usually appropriated by such towns to secure for all their children instruction for a much longer time than the minimum required, if it were economically and wisely expended; but when it must

be distributed among numerous districts, many of which contain only from three to ten or twelve children,—and such cases are very frequent,—then it is wholly inadequate to secure even the minimum amount except in the central and most populous districts. In one district a school has been kept for a single scholar at an expense of between \$60 and \$70. In almost every town that I have visited I am satisfied this difficulty could be remedied, without great inconvenience, by reducing the number of schools, thus giving to each a larger number of pupils, and with no more, but perhaps even less, money than has heretofore been annually appropriated, securing for them all a longer period of instruction and a better class of teachers. It was said very truthfully a few years since by the committee of a town in Franklin County,—the one to which I have referred as quite recently manifesting such opposition to the legal requirement,—in which, with one hundred and twenty-three school children, there were ten districts, some containing “not more than four or five scholars,” such a “town ought to appropriate more money, or reduce the number of districts.” “Reducing the number of schools from ten to six, which we think might be done without great inconvenience to the people, would save the expense of maintaining four schools, and the schools would, in our opinion, be greatly improved, a better class of teachers employed, and the intellectual, social and moral condition of the schools would be promoted. It will be said that in a sparse population like ours the trouble of collecting all our scholars into six schools would more than balance the advantages, especially in winter. This objection is more specious than solid. In almost all the districts, those who have female scholars attending convey them to and from school in their sleighs or sleds, and when the horse is harnessed it makes but little difference whether you drive him one mile or two; at the same time you are beating the snow and opening good roads to the traveler, and bettering the social condition of your neighborhood. But, one practical truth is more convincing than many theories. How do we act when the money is drawn directly from our own pockets, as it is in supporting private or select schools? Would the town sustain ten private schools to save travel? Do they not devise ‘ways and means’ to get to school beyond the limits of their own districts? Suppose there were fifty scholars in town to attend those schools, would any one think it worth while to have five schools because

it might save a little travel, or other inconvenience? Why should we be more careful of money when we pay it voluntarily, than when it is drawn from us in the form of taxes?"

Such, I find, are the prevailing sentiments of the most intelligent and thoughtful persons interested in promoting the best interests of Common School education in many towns similarly situated. Believing that most of the evils from which their towns are suffering in respect to their public schools, are more or less directly connected with the so-called District System, and that no decided progress can be expected so long as this continues, they have not hesitated, in numerous instances, to express the hope that if the towns refuse voluntarily to abolish a system so fraught with evil, it may very soon be abolished by legislative enactment. And I would respectfully suggest whether the time has not arrived for this Board to recommend to the legislature the early consideration of this subject with reference to such a result.

During the year I have seen, in very many parts of the State, abundant and most gratifying evidence of a greatly increased interest in the prosperity of our Public Schools. A large number of school-houses have been erected, and many others remodeled, not only in our wealthy and populous towns, but in many which are neither wealthy nor populous, and, with rare exceptions, they are, in location, in architecture, in ventilation, in their external surroundings, and in all their internal arrangements and furnishings, admirably adapted to the purpose for which they were intended, and are highly creditable to the wise and generous liberality of the towns at whose expense they were erected. In this respect some towns have been completely revolutionized, and their old, dilapidated, miserable school hovels have been displaced by buildings corresponding better with the degree of civilization of the people for the education of whose children they were designed. With better buildings there has been a demand for better teachers, and to secure these the people have been willing to pay better wages. All this has tended to elevate the Public Schools in the estimation of many who heretofore affected to despise them, and whose children are now receiving their education in them because it is often so much superior to that which they have sought to obtain elsewhere. As a necessary consequence, the number of small, private schools, which in former years have been supported at great expense in many of these towns, is rapidly diminishing,

and the interest of their former patrons is transferred to the Public Schools with beneficial results.

Such evidences of progress in the right direction, I regret to say I have not found everywhere in the State. A few towns that I have visited seem to be satisfied with doing just as little for the education of their children as they can, and in such I fail to see any satisfactory indications of improvement in school buildings, in methods of teaching, or in anything relating to the great interests of education. If some Rip Van Winkle were to re-visit the schools of his early childhood in some of these towns, I fear he would see little or no evidence of any change in them for the better. It is to be hoped, however, that the spirit of improvement will soon reach even such. Lest I may seem to do injustice to any town in our good Commonwealth by such remarks, I will quote the statement of the school committee of a certain town in their annual report for 1867. "A majority of the school-houses in the town are unfit for a winter school. Five of the nine ought not to be used again for schools. They are unpainted, dingy, with broken doors and windows,—poorly affording protection against wind and rain,—and hard, mutilated benches; the other four need remodeling. We doubt whether there is a school-house in town that would sell at auction for over \$60. A majority of the school districts are to-day liable to an indictment for not providing a suitable school-room. In such dilapidated hovels, with scarce an apology for a blackboard, and with nine or ten scholars, can we have respectable schools? Will a good teacher go into such a place, especially for the second time? Or is it any wonder that the scholars have little interest in their schools? For the three past years the districts have had their annual meetings, chosen their prudential committees to contract with the teachers, some one has bid off the board, and there duty, interest, and the work of all concerned in relation to the school, seems to end. Not a district tax has been levied,—not a dollar voted for apparatus or any improvement. Scholars furnish their broom, water-pail and dipper, or do without."

As a result of this earnest appeal it should be stated that, the year succeeding, the town expended in the aggregate the sum of \$50 in "erecting, repairing and furnishing school-houses."

The influence of the Institutes which have been held during the year, under the direction of the Secretary of the Board, has

been very beneficial, not only in contributing to a higher degree of professional culture in those for whose benefit they were especially designed, but also in awakening a livelier interest in popular education in the towns where they were held, and in the surrounding region. Not only have subsequent visits made to such places convinced me that such benefits do actually result from them, but numerous letters that I have received from the chairmen of school committees and others, confirm the fact. In a letter recently received from a gentleman who took a very active interest in the Institute held during the Fall in the town which he represents in the present legislature, occurs the following: "I think the Institute holden here will result in great good to our people. We feared, as it was not known what was to be, there might be a backwardness in receiving teachers, but we had hospitality waiting for guests all the week. All classes of our people were wonderfully interested in the evening lectures and readings, and the teachers and others who attended during the days were both interested and profited. I think the teaching of the future in this vicinity will show the fruit of the germs of thought implanted. I think a conviction was created in many minds that, with better modes of teaching, half the toil of the school-years may be saved to the young. I think it will help us in getting rid of that relic of a semi-barbarous age, the district school system, and in securing on our hills and in our valleys the number of schools we need, with better houses and better instructors. If you want to come again, we will open our doors wider, and give you a warmer welcome."

Similar testimony might be given, if necessary, from many other letters.

In making the preliminary arrangements for holding the Institutes, I have received cordial encouragement and very efficient aid from the chairmen and other members of school committees, and to their active personal interest throughout the entire session of the Institute much of its success is to be attributed.

To the officers of the railroad corporations, who in every instance, when asked, have cheerfully authorized me to issue free return-tickets to those in attendance, I desire to express, in behalf of the teachers, grateful acknowledgments. For such favors we are indebted to the following corporations: Fairhaven Branch,

New Bedford Steam Boat Co., Cape Cod, Old Colony, South Shore, Boston and Lowell, Vermont and Massachusetts, New London Northern, and Connecticut River.

There are numerous topics of interest suggested by another year's experience and observation in the inviting field of labor which the agency opens to me, upon which it would be pleasant for me to speak, but it is perhaps hardly necessary to prolong my Report. In closing, I desire to express my grateful acknowledgments for the uniform kindness and hearty co-operation of my honored associate, your Secretary, under whose general direction all my duties have been discharged, and for your own kind appreciation of my services as again manifested by your entire unanimity in my re-election as the Agent of your Board.

ABNER J. PHIPPS.

BOSTON, January, 1869.

TREASURER'S REPORT.

To cash paid for insurance,	.	.	.	.	\$60 00
for contingent,	.	.	.	.	196 75
for school of observation,	.	.	.	.	500 00
					<hr/> 9,903 69
SALEM NORMAL SCHOOL.					
To cash paid for Mr. Hagar's salary,	.	.	.	.	\$2,750 00
for salaries of assistants,	.	.	.	.	5,082 67
for music, lectures, &c.,	.	.	.	.	382 00
for repairs, water rent, &c.,	.	.	.	.	331 45
for fuel,	.	.	.	.	252 50
for care of building, fires, &c.,	.	.	.	.	278 75
for Am. Tablet Co., refitting blackboards,	.	.	.	.	257 80
for printing, advertising and diplomas,	.	.	.	.	24 63
for insurance,	.	.	.	.	140 00
for contingent,	.	.	.	.	11 48
					<hr/> 9,511 28
					<hr/> \$36,725 66

FOR APPROPRIATIONS FOR STATE SCHOLARS.

1868.	1868.	By cash received from State Treasurer,	\$700 00
	July 8,		
To cash paid J. H. Davenport, class 1868,	\$100 00		
" " (year 1867.)	100 00		
C. F. Dole, class 1868,	100 00		
D. N. Davis, class 1868,	100 00		
E. S. Sargeant, class 1868,	100 00		
Of Harvard College,	\$500 00		
To cash paid E. W. Rice, class 1868,	\$100 00		
A. F. Eggleston, class 1868,	100 00		
	<u>\$700 00</u>		

THIRTY-SECOND ANNUAL REPORT
OF THE
SECRETARY
OF THE
BOARD OF EDUCATION.

SECRETARY'S REPORT.

Gentlemen of the Board of Education:—

I respectfully submit to your consideration the Thirty-Second Report of the Secretary. Without preliminary remark, I ask your attention to a brief statement of such topics as another year's observation and experience in your service suggest; and first, to the following summary of the statistical returns made to this office for the school-year 1867-8.

Summary of Statistics for 1867-8.

Number of cities and towns,	336
All the cities and towns have made the required annual returns except one (Hyde Park) incorporated at the last session.	
Number of School Districts,	1,834
Number of School-houses,	3,350
Number of Public Schools,	4,937
Increase for the year,	99
Number of persons in the State between five and fifteen years of age, May 1, 1867,	266,745
Increase for the year,	5,247
Number of scholars of all ages in all the Public Schools in summer,	242,760
Increase for the year,	7,519
Number of scholars of all ages in all the Public Schools in winter,	243,425
Increase for the year,	6,061
Average attendance in all the Public Schools in summer,	195,216
Increase for the year,	6,067
Average attendance in all the Public Schools in winter,	199,228
Increase for the year,	8,274
Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.74
Number of children under five attending Public Schools,	3,450
Decrease for the year,	449
Number of persons over fifteen attending Public Schools,	23,347
Increase for the year,	1,371

REPORT OF THE SECRETARY.

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Number of teachers in summer; males, 452; females, 5,445; total,	5,897
Increase of males, 13; females, 158; total increase, 171	
Number of teachers in winter; males, 905; females 5,068; total	5,973
Decrease of males, 31; increase of females, 197; total increase,	166
Number of different persons employed as teachers in Public Schools during the year; males, 989; females, 6,863; total, .	7,852
Decrease of males, 31; increase of females, 124; total increase,	93
Average length of the Public Schools	eight months and three days.
Increase for the year,	one day
Average wages of male teachers (including High School teachers) per month,	\$72 93
Increase for the year,	\$6 01
Average wages of female teachers per month,	\$27 84
Increase for the year,	\$1 40
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms, .	\$2,635,774 06
Increase for the year,	\$280,268 10
Income of surplus revenue and similar funds appropriated for Public Schools, and reckoned the same as tax,	\$1,654 24
Voluntary contributions to maintain or prolong Public Schools or to purchase apparatus, &c.,	\$32,790 35
The amount of local School Funds, the income of which can be appropriated only for the support of Schools and Academies, .	\$1,165,112 81
Income of local School Funds appropriated for Schools and Academies,	\$74,467 24
Income of the State School Fund, payable January 25, in each year. Amount received by the cities and towns in aid of Public Schools for the school-year 1867-8,	\$88,988 91
Amount paid for superintendence of Schools and printing of School Reports,	\$88,496 96
Increase for the year,	\$11,717 29
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting School-houses, and of School-books,	\$2,850,704 52
Increase for the year	\$318,963 90
Sum raised by taxes (including income of surplus revenue and of funds held on similar conditions = \$4,654 24,) exclusive of taxes for school edifices, for the education in the Public Schools of each child in the State between five and fifteen years of age—per child,	\$9 89.8
Increase for the year,	\$0.87.3
Percentage of the valuation of 1865, appropriated for Public Schools (two mills and sixty-two hundredths,)	\$0.002-62
Increase for the year,	\$0.000-28

All the towns in the State have raised the amount (\$3 for each person between five and fifteen) required by law, as a condition of receiving a share of the income of the State School Fund, with the exception of the three following, viz.: Lanesborough, West Stockbridge, and Richmond.

Number of towns that have raised the sum of \$3 or more for each person between five and fifteen,	332
Increase for the year,	5
Number of High Schools not required by law,	28
Number of High Schools in towns required by law to maintain them,	136
Number of incorporated Academies returned,	48
Average number of scholars,	3,172
Decrease for the year,	524
Amount paid for tuition,	\$124,267 27
Decrease for the year,	\$19,255 52
Number of Private Schools and Academies returned,	550
Decrease for the year,	3
Estimated average attendance,	13,957
Decrease for the year,	460
Estimated amount of tuition paid,	\$409,910 90
Decrease for the year,	\$6,283 23
Estimated value of Public School-houses in 1867, as returned,	\$9,603,674 24
Amount paid in 1867, for erecting and repairing School-houses for Public Schools,	\$1,495,573 78

Amount expended on Public Schools alone, including the interest on money invested in school-houses at their present estimated value, as appraised by the School Committees; including also the expense of erecting and repairing school-houses, as returned for the year 1867, and the estimated annual cost of school-books, is about five millions of dollars (\$4,997,498.75) per annum, or \$18.70 for every person in the State between five and fifteen years of age.

If to the above amount there is added the several sums appropriated by the legislature in aid of public instruction, as for Normal Schools, Teachers' Institutes, Board of Education, &c., the whole sum annually expended for the support and improvement of Public Schools, is five millions and seventy thousand, or \$19 per child between five and fifteen.

Adding to the foregoing amount expended for Public Schools the sums derived from tuition, and income of funds paid for the support of Academies and Private Schools, not including the expense of school edifices and school-books for such institutions, which is not easily ascertained or estimated, and the whole amount expended on

schools and academies in Massachusetts, exclusive of Colleges and Professional Schools, is *five millions five hundred and fifty thousand* (\$5,548,477.00) per annum, or \$20.75 per scholar in the State, between five and fifteen years of age.

LEGISLATION.

I give, as a convenient means of reference, the Acts of the legislature of 1868 which relate to our school system.

[Chap. 200.]

AN ACT concerning the education of Deaf Mutes.

Be it enacted, &c., as follows:

SECT. 1. The governor, with the approval of the board of education, is hereby authorized to send such deaf mutes or deaf children as he may deem fit subjects for instruction at the expense of the Commonwealth, to the American Asylum at Hartford, or to the Clarke Institution for Deaf Mutes at Northampton, as the parents or guardians may prefer.

SECT. 2. The governor is hereby authorized to draw his warrant for such sums as shall be necessary to pay for the instruction and support of such pupils as may be sent to said institutions respectively, pursuant to the provisions of the preceding section.

SECT. 3. This act shall take effect upon its passage. [*Approved May 14, 1868.*]

Chapter 311 of the Acts of 1867 authorized the governor, with the approval of the board of education, to send deaf mutes, *between five and ten years of age*, to the Clarke Institution at Northampton.

The foregoing Act takes away the restriction in respect to age, and gives to parents or guardians the right of preference as between the asylum at Hartford and the Clarke Institution, and makes the approval of the Board of Education necessary in nominations to both institutions.

It has been my privilege to visit both of these schools during the year, and I am happy to bear my hearty testimony to the intelligence and earnest devotion manifested in their arduous work by the instructors, and to the success which rewards their self-denying labors. Surely in these labors and such as these, devised and supported alike by individuals and States, we are to look, if anywhere, for that which makes a Christian civilization differ from all others—labors by which it repeats, and will repeat

in all the coming ages, the miracles of its Great Founder and Pattern.

As is well known, two diverse methods of instruction are, in the main, employed in these schools—the “sign method” prevailing at the American Asylum, and that of articulation at the Clarke Institution. Which one of these methods is best adapted to the work of teaching the deaf mute, whether one of them is destined to take the place of the other, or whether the experiments now making will result in the adoption of some new method which shall be a combination of the two rival ones, are questions which I do not feel myself competent nor called upon to discuss. The experience and observation of the intelligent and philanthropic will doubtless in due time guide to the true solution of the problems involved.

On the first day of January, 1869, there were one hundred pupils, the beneficiaries of the Commonwealth, in the American Asylum, nineteen of whom were admitted in 1868. These pupils represent fifty-six towns and eleven counties. The amount paid for their support has been \$18,399.17, at the same rate per annum as was given in the last report.

The whole number of pupils in the Clarke Institution	
during the year was	33
The number from Massachusetts was	25
The number of admissions was	16
The amount paid from the treasury for the support of	
Massachusetts pupils was	\$3,797 02

In the appendix will be found a catalogue of the Massachusetts pupils in the American Asylum, with the date of admission, place of residence, age, and cause of deafness of each, together with extracts from the last Annual Report. There will also be found the complete report of the Trustees of the Clarke Institution.

In October last, Frank B. Sanborn, Esq., the late accomplished Secretary of the Board of Charities, placed in my hands, for the use of this Board, a manuscript volume, prepared with great labor, containing the names of 850 deaf mutes ascertained to be in the Commonwealth in 1865, arranged alphabetically, and also by towns, with their age, residence, civil and physical condition, and such other facts relating to them as could be obtained.

Mr. Sanborn expresses the belief that the number of this class of persons in the State at the present time is not less than 1,000. If the doctrine announced in the report of the committee of the legislature of 1857 be practically accepted by the people, to wit: that the Commonwealth is bound alike by considerations of justice and good policy to extend the blessings of education to her unfortunate children no less than to others, there would seem to be ample demand for enlarged provisions and expenditures in this direction.

[Chap. 226.]

AN ACT to amend the second Section of Chapter thirty-eight of the General Statutes, relating to High Schools.

Be it enacted, &c., as follows:

In order to ascertain that any town is subject to the requirement of section second, chapter thirty-eight of the General Statutes, the number of families or householders thereof shall be determined by the latest public census which shall have been taken, by the authority either of this Commonwealth or of the United States. [*Approved May 19, 1868.*]

This Act provides an easy and simple method as proof of the number of "families or householders," which is the basis of the requirement to support the school known in popular language as the High School, and needs no further explanation.

[Chap. 278.]

AN ACT relating to the establishment of Union Schools.

Be it enacted, &c., as follows:

SECT. 1. Two or more towns may unite in establishing union schools for the accommodation of such contiguous portions of each, as shall be mutually agreed upon, when a majority of the legal voters in each town, in meetings called for that purpose, so determine.

SECT. 2. In providing for the management and control of said school; in determining the location of said school-houses, or of the schools; in apportioning the expenses of erecting such school-houses, and of the support and maintenance of said school, with all expenditures incident to the same, all proceedings shall be governed by the provisions of the fourth, fifth and sixth sections of the thirty-eighth chapter of the General Statutes.

SECT. 3. This act shall take effect upon its passage. [*Approved June 4, 1868.*]

The General Statutes, chapter 39, sections 42-49, make provision for the uniting of contiguous *school districts* in neighboring towns in one district, but no provision is made for the uniting of the contiguous territory of adjoining towns in which the district system does not prevail. The case is provided for by the foregoing Act—a timely piece of legislation, in view of the number, now rapidly increasing, of towns which have cast off the district system. Authority is now given to any number of towns to unite in establishing union schools of any grade for the accommodation of the residents of contiguous territory, in the same manner as they were authorized to do (General Statutes, chapter 38, sections 3-6) in maintaining a union High School.

SCHOOL FUND.

No change has been made in the amount of the principal, except by the addition thereto of the unexpended balance of the moiety devoted to general educational purposes and the sum forfeited by several towns for a non-compliance with the requirements of law relating to statistical returns, the length of the schools, the maintenance of High Schools, &c.

The amount of principal, January 1, 1868, was	. \$2,179,976	81
Received for unexpended balances and forfeitures,		8,914 11

Total, January 1, 1869, \$2,188,890	92
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There has been no important change in the investments since the last report. According to a report made August 1, 1868, by a committee of the governor's council, appointed to examine into the value of the notes and securities in charge of the treasurer of the Commonwealth, the market value of the securities of the fund at that date exceeded their cost by the sum of \$487,465.50.

SCHOOL LAWS.

The Twenty-Fourth Report of the Secretary of the Board, which contains the chapters of the General Statutes relating to Public Schools, together with the very valuable commentary upon them by Mr. Boutwell, is nearly out of print. The demand for copies of the school laws is constantly increasing, especially from the new States of the Union, and from such as are engaged in the work of re-constructing their domestic institutions. To meet this want the chapters of the General Statutes relating to

the Public Schools, and all subsequent Acts and Resolves on the same subject, have been carefully collected and so arranged as to be most convenient for reference, and printed with a full index. Copies will be sent to the school committees of the several towns.

TEACHERS' INSTITUTES.

Massachusetts was the first State to make appropriations for Teachers' Institutes. They are now deemed so important an auxiliary in promoting the interests of education that they are maintained by legislative appropriation in many other States. Indeed, in some States, where Normal Schools have not yet been established, they form the chief if not the only agency for the improvement of teachers. The object aimed at in their establishment, and the general manner of conducting them, are essentially the same wherever they are held. In the State of New York an Institute is held in each county annually, and sometimes twice in the same county, continuing usually for two weeks, and attendance upon its exercises is generally required by the county superintendents of those applying for teachers' certificates. For this reason, and because by the laws of that State "the trustees of every school district are directed to give to the teachers employed by them the whole of the time, not exceeding three weeks, spent in attending at any regular sessions of an Institute in a county embracing the school district, without deducting anything from their wages for the time so spent," the attendance is generally much larger than in our State, where it is entirely voluntary, and where, in the absence of any legal authority, the school committee in many of the towns do not feel justified in giving the time to teachers attending the Institute within their county without deducting from their wages for the time so spent.

Seven Institutes have been held during the year, in six counties, at the following times and places:—

At Falmouth,	.	.	May 4th, 5 days ;	number attending,	80
North Bridgewater,	.	"	11th, "	"	192
Hingham,	.	.	Oct. 19th, "	"	46
Billerica,	.	"	26th, "	"	68
Athol,	.	.	Nov. 2d, "	"	100
Belchertown,	.	"	9th, "	"	132
Shelburne Falls,	.	"	16th, "	"	134
Whole number in attendance,					752

The attendance at Hingham and Billerica would have been much larger, had it not been that the State Teachers' Association was held in Boston the second week in October, and the schools near by were generally closed to enable the teachers to attend it. There was, very reasonably, an unwillingness to close them again so soon for the purposes of the Institute, however important they might be regarded.

The session at each place commenced Monday afternoon, and closed the next Friday evening. There were, as usual, twenty-seven teaching exercises and five evening lectures each week, which were given by gentlemen of experience and reputation as practical educators, and by the Agent and Secretary of the Board.

A serious obstacle to a full attendance at the Institutes is found in the fact that committees are unwilling, or do not consider themselves authorized to release their teachers, except on the condition of making up the "lost time," as it is termed; and this from the mistaken opinion that the time thus spent is lost to the schools, and also because, in not a few instances, the contraction of the term for a week would reduce the annual school time below the statute requirement and subject the town to a forfeiture.

To obviate this difficulty, and secure a more general attendance of teachers on the Institutes, I respectfully recommend the passage of an Act which shall provide that the school committee of any town may, in their discretion, authorize and require the teachers under their charge to attend any Teachers' Institute which may be held under the sanction of the Board of Education in such town, or in any adjacent town, and that, in case of such attendance the time so spent shall not be deducted from the term of service; and shall also be counted in the returns made to this Board, as actual school time; and further, that all legal holidays be reckoned in like manner. This last provision will do away with numerous cases of misapprehension between teachers and committees, and secure a more uniform and correct practice in making the annual returns than now prevails.

AGENT.

Mr. Phipps, the Agent of the Board, has been fully employed during the year. In aiding in the organization and conducting of the Teachers' Institutes, and in prosecuting the important work of town visitations, his services have been characterized by marked

ability and effectiveness, and have been everywhere highly appreciated. In obedience to the vote of the Board, much time has been spent in visiting those towns which have failed to comply with the requirements of the statutes relating to the time their schools should be continued. These visitations, I have reason to believe, have been very useful in the way of giving explanations and advice, and so aiding in the removal of obstacles which seemed to stand in the way of progress and improvement in those towns.

I respectfully ask your attention to the facts and suggestions made in his report, which will be laid before you.

In view of the good accomplished by his annual work, and of the fact that the field of labor is so much larger than one man can in several years even hastily visit, I am fully convinced that no money could be more wisely appropriated by the legislature, than by placing at the disposition of this Board the means of employing another agent for the entire year, or one or two more agents for such portions of the year as might be deemed advisable.

Notwithstanding all the improvements which have been made, and the progress which has been achieved within the last thirty years, for which we cannot be too profoundly thankful, still it must be acknowledged that there is a vast and unoccupied field for improvement before us in the way of a more careful, systematic and searching superintendence and inspection of our Public Schools. In this respect we are forced to confess that we are far behind the leading communities of continental Europe; and, indeed, so far as organization is concerned, behind several of our sister States. In many of these, as is well known, ample provision is made for town supervision and inspection, as with us; next for that of the counties, by the creation of the office of County Superintendent, and last for a central State superintendence, analogous to our own. The difference, it will be seen, consists in the interposition of a system of district or county superintendence between that of the towns and the State, having mutual relations with both. And although such a modification of our own system might, on the first thought, seem foreign to our time-hallowed methods, yet careful reflection would hardly fail to suggest, and a fair experiment to prove that it offers important advantages which we should do well to secure; that the appointment by the central power, or by the county commissioners, of a competent

man to be employed wholly in the county, co-operating with town committees and superintendents, and with the members and officers of this Board, and making annual reports to it, would do much to give that unity and strength to our school system which it so much needs in order to the accomplishment of the highest good of which it is capable.

It is not my purpose fully to discuss this subject now, but to speak rather in the way of suggestion. It deserves a careful and thoughtful treatment,—such as it received at the hands of one of your own number on a recent public occasion. I leave it, therefore, before you, subject to a fuller treatment, at a future time, if it shall be deemed expedient.

SUPERINTENDENTS OF SCHOOLS.

In close connection with the last subject of remark, naturally follows that of city and town superintendents.

In January, 1841, Mr. Mann, under the above caption, wrote as follows:—"During the last year an event worthy of special notice has occurred, in relation to the supervisory part of our school system. I refer to the appropriation by the town of Springfield of the sum of \$1,000 as a salary for a superintendent of their schools, to be selected and appointed by the town committee." After speaking of the great difficulty, if not the utter impossibility of securing the proper visitation of the numerous schools in a large town, by a gentleman engaged in active professional or other pursuits, he adds:—"Nor can it be denied, that one, whose whole time and talents are devoted to the interests of the schools,—to an examination and selection of text-books, to the introduction of improved processes of teaching, and of better modes of governing,—in fine, to a more thorough acquaintance with the great subject of education, in its principles and in its practical details, would be far better qualified for the discharge of his duties, than if those duties were only an occasional employment, and collateral to his main pursuits." He well adds, "that the success of this measure will mainly depend upon the competency of the officer chosen to execute it. That success is most earnestly to be desired, and, I may add, is reasonably to be anticipated. Should such be the happy result, it may be expected that the example may be followed by other towns, where the number of schools is too large, and the engagements of the committee

too engrossing to permit a full compliance with the law, both as to the number and quality of the visitations."

The office thus provided for was filled by the appointment of Prof. S. S. Green, now of Brown University, and well known as the author of a valuable series of grammars, and as an able and earnest friend and promoter of popular education.

Thus Springfield has the honor of taking the first step in the improvement in school supervision in this Commonwealth, which has already produced most happy results,—results which I cannot but believe are only the first fruits of an abundant harvest.

The subject was not allowed to sleep. Other towns, as Mr. Mann anticipated, followed the example of Springfield.

The discussions afterwards had at Lowell as to the right of the town to appoint such an officer, led to the passage of an Act in 1854, requiring the school committee to appoint a superintendent of public schools whenever the town or city shall so determine.

The successive Secretaries of this Board have cordially responded to the views of Mr. Mann, and earnestly advocated the appointment of this officer, especially in the larger towns.

The following cities and towns now employ a superintendent of schools, or did at the date of their last reports:—

Cities.—Boston, Salem, Lawrence, Cambridge, Charlestown, Lowell, Worcester, Springfield, Fall River, New Bedford, Taunton.

Towns.—Beverly, Gloucester, Topsfield, Acton, Arlington, Concord, Somerville, Amherst, Northampton, Holyoke, Pittsfield, Canton, Dover, Weymouth, Mansfield, Kingston, Marion, Plymouth, South Scituate.

In the above-named towns the person employed as superintendent is not a member of the school committee. In a considerable number of other towns the chairman or some other member of the committee is intrusted with the entire charge and oversight of the schools, and thus becomes, in fact, a superintendent, and generally signs the annual report as such.

It has been my privilege to attend on invitation two meetings of these officers,—one Oct. 15, the other Jan. 15,—held for the purpose of mutual conference and comparison of experiences and views, with reference to ascertaining the best methods of discharging their duties and improving the condition of the schools

under their charge. At the last meeting, very valuable and instructive papers were read by Mr. PHILBRICK of Boston, on Promotions; by Mr. TWOMBLY of Charlestown, on Statistics; by Mr. EMERSON of Woburn, on Training Schools, and by Mr. HALE of Cambridge, on Written Examinations; which were followed in turn by brief and interesting discussions.

The subject of the paper read by Mr. Emerson is one of such general and vital interest that I shall be pardoned for calling further attention to it. At this day, and in this community, when Normal Schools have existed for nearly thirty years, and have vindicated their claim to the highest public regard, the attempt to show the importance of previous training for the profession of teaching, no less than for any of the other professions, would be a work of supererogation. The practical question with us is, how shall such a training be obtained by the large majority of those who expect to enter upon the work of teaching, and are unable to attend the Normal Schools? The paper alluded to points to one most effective method. It shows how the education furnished by our numerous High Schools and Academies can be supplemented so as to supply large numbers of teachers, with a good degree of preparation, for the public schools.

What then are the Training Schools? I shall best reply by giving, for the most part in his own language, Mr. Emerson's account of the one now in operation under his own supervision, at Woburn.

It was established in July, 1866. A school building was selected in the centre of the town, with about two hundred pupils, divided into four schools—two Primary and two Intermediate, the latter corresponding in grade to the first two years in the Boston Grammar Schools. They are in two distinct departments, with a principal for each department.

The requisites for admission into the Training School are, 1st. Candidates must be residents of Woburn; 2d. They must be graduates of the High School, or of a school of a similar grade; 3d. It is expected (though not made a condition,) that all will teach in the public schools of the town.

They are obliged to remain in the school one year, unless needed as teachers elsewhere. They are on probation thirteen weeks, receiving no pay. If approved then, they continue, at two dollars a week, during the remainder of the year. On admis-

sion they enter on their work of discipline and instruction, under the eye of the principal, and are gradually intrusted with the work till the entire conduct of a room is given to them. The number so employed should be small, in order to secure the best results.

Thus the teachers in training have the same kind of material to work upon that they will find elsewhere, while the principal is at hand to point out mistakes, give instruction, &c. At the end of a year so spent, the graduate comes to her work with confidence. She is no longer a raw recruit, but a veteran.

Mr. Emerson states the advantages secured to the town by this school substantially as follows:—

“1. It furnishes our schools with trained teachers—supplying a want that has been deeply felt, and imparting to our school system a symmetry and completeness never before possessed.

“2. It increases the permanency of teachers by taking away all inducements for entering the profession for a short time; for it is improbable that any one will give her services for a year unless she intends to continue in the work for a considerable period.

“3. It increases the percentage of successful teachers, as compared with those who fail, and thereby saves much time and money now wasted through inexperience. Of those who have graduated from the Training School up to the present time, 93 per cent. have succeeded.

“4. Not only do these advantages result, but they are attended with an actual saving of expense. The annual cost of the four schools in the Training School is less than that of any four similar schools in the town.

“The advantage of such a school in furnishing trained substitutes to fill temporary vacancies; the facility it affords of introducing new methods of instruction; its tendency to bring about greater uniformity of discipline and instruction in the various schools, will readily suggest themselves.

“This school, although in operation but about three years, has so commended itself to favor that it would be given up with reluctance by those most interested in the improvement of our schools.

“I can see no reason why such a school may not meet the wants of other communities equally well.”

It is because I fully agree with this closing sentence that I have given the foregoing abstract of Mr. Emerson's paper, as the best way of calling the attention of other communities to this subject.

Similar schools, with various modifications of plan and practice, are in successful operation in Boston, Worcester, Fall River and Springfield; and the establishment of them in other cities and towns is now under consideration, and will not be long delayed. The one in Boston is the parent school, and has for several years done a most important service in preparing the graduates of the Girls' High and Normal School to become teachers in the Primary Schools of the city.

I have chosen, however, to speak of the school at Woburn because a full description was at hand, and also because a successful experiment in a town of moderate size would furnish a practical model for other similar places.

Besides the cities there are 37 towns having a population of over 5,000, with High and Graded Schools, and thus presenting conditions equally favorable with those of Woburn for sustaining a Training School. There are 46 other towns having a population of over 3,000, and with two exceptions maintaining High Schools, and most of them also graded schools. Indeed, I see no good reason why every town in the Commonwealth, having a High School, may not in this manner successfully train home talent, and furnish a constant supply of teachers for its schools of the lower grades. And, as in Woburn, this may be done with the least possible cost—the school taught by the novitiates costing no more than other schools of the same number and grade of pupils. Nor will its character suffer in comparison with the other schools. In reply to inquiries on this point, it was stated that the school in Woburn, from being one of the poorest in the town, had become, under the new regimen, one of the best.

Through the multiplication of these schools there will also be opened a new and most important field of usefulness to the State Normal Schools. The carefully trained graduates of these, after having had practical experience, will be sought for as the most suitable teachers of the Training Schools; and so in the most effective way the Normal method of teaching will be widely extended.

The accomplished principal of the Boston Training School is a graduate of the Salem Normal School and of the Training School at Oswego, N. Y.; the teachers in the school at Worcester are graduates of the Oswego School; the teacher at Spring-

field is a graduate of the Westfield Normal School; and the teacher at Fall River is a graduate of the Boston Training School.

Thus there is a natural relation of dependence between the Normal Schools and the Training Schools, and the latter take their place without friction or jar in our school system, with the promise of giving to it a large measure of efficiency.

HIGH SCHOOLS.

We learn from Mr. Mann's first report, made in February, 1838, that "in this Commonwealth there were forty-three towns, exclusive of the city of Boston, coming within the provisions" of the Act requiring every town having 500 families or householders to maintain a school for the benefit of all the inhabitants of the town, known in popular language as the High School, and that in only fourteen towns were such schools maintained. Indeed, if judged strictly, the number was only *eleven*.

By the census of 1865 it appears that there are one hundred and thirty-two towns required by law to maintain these schools. It is a gratifying fact that, in one hundred and twenty-four of these, including the city of Boston, one hundred and thirty-five High Schools are now in operation, while in twenty-eight towns, not coming within the provisions of the statute, such schools are maintained.

The names of those towns which have hitherto neglected to obey the law are as follows: *Methuen, Townsend, Sutton, Sheffield, Westport, Hingham, Barnstable and Harwich*.

May we not indulge the hope that the friends of education in these towns will make earnest and persistent efforts to remove all obstacles which seem to stand in the way of the early realization of the great advantages which these schools cannot fail to confer.

It will surely be just cause of pride to be able to record a *complete* conformity to a law so beneficent in its aims, which has been a distinguishing feature of our school code for more than two and a quarter centuries.

It is an interesting fact, which illustrates the manner of the growth of the Commonwealth in population and wealth, and the extent to which High School privileges are enjoyed, that the one hundred and fifty-two towns in which the High Schools exist embrace more than 1,000,000 inhabitants, or 82 per cent. of

the population, and nearly 89 per cent. of the wealth of the State.

It is worthy of remark that other towns than those enumerated as keeping annual schools have maintained them for shorter periods of three, four or five months. This movement is a wise one, and greatly to be commended. By a careful husbandry of their annual school funds very many of the smaller towns may give the means of a higher education to their older children with but little addition to the present cost of their Common Schools.

The money saved by a judicious reduction of the excessive number of very small and very poor schools, would go far towards securing this very desirable end ; and thus a large proportion of the population, not enjoying the privileges of such instruction, might be brought within its influence, and, at the same time, the Common Schools would be greatly improved, both in respect to the length of their terms and the quality of the instruction imparted in them.

Samuel Adams,—the “Great Commoner” of our Revolutionary period,—in his annual address to the legislature, seventy-four years ago, expressed the fear that a large increase of other institutions might proportionably lessen “the ancient and beneficial mode of education in grammar schools,” the peculiar advantage of which, he says, “is that the poor and the rich may derive equal benefit from them, while none, excepting the wealthy, generally speaking, can avail themselves of the benefits of the academies.”

How nearly his anticipations in regard to the decline of the Grammar Schools came to be realized, appears from the foregoing statement of Mr. Mann. How nobly the people have rallied to the rescue from threatened oblivion of “that beneficial mode of education,” appears from the reports of the present year.

Our fathers sowed good seed in a willing soil. May the fruitage never cease.

EVENING SCHOOLS.

On the 56th page of the Abstracts of the School Returns will be found an interesting statement relating to Evening Schools. The returns are far from being complete. Yet these show that twenty-one such schools were maintained in seventeen towns, with

an attendance of 2,772 pupils and 105 teachers, at an expense of \$6,403.13. New Bedford has the honor of making the largest appropriation. Having had the opportunity of observing for several years in our oldest manufacturing city the beneficent effects of these schools upon a population to a large extent cut off from the advantages offered by the Public Day School, I have not ceased to watch their progress with the deepest interest. In the first report submitted by me to the Board I gave an account, somewhat at length, of their origin and progress in this country and in England, and urged their claims upon the public favor as a potent means of elevating the class of persons for whose benefit they are established.

It has given me great pleasure to learn that Evening Schools have been opened in several places for the first time during the present season.

To those who have been interested in the schools it is well known, that one of the most conspicuous among the benevolent founders and supporters of them is Rev. Horatio Wood, for twenty-five years the esteemed city missionary of Lowell.

In his report for the year 1868, which I regret to learn is to be his last, I find the following interesting statements. He says :—

“Two months after I came to Lowell, in 1844, I started the Evening School, thinking it must prove a special benefit in a city where so many poor and ignorant were crowding in for employment. It was the *third* of the kind in New England, the first having been opened in the Warren Street Chapel, Boston, (in 1836) ; the second in Providence.” * * * * “The school in one month numbered two hundred scholars, male and female.”

After describing the progress of the enterprise from this beginning, till in 1857 there were three schools, with 68 teachers and 1,200 pupils ; and their adoption by the city in 1859, excepting the one originally founded at the Free Chapel, which he continued to manage, he says :—

“These Evening Schools, as conducted by us for twenty-four years, keeping from two to six nights a week, have always been superintended alone by myself, and during this long period *I have not been absent a night*, or only one when absent from the city to attend the funeral of my mother.” * * * “These schools have done incalculable

good in this community to a large part of some twelve thousand operatives, mechanics, day laborers, domestics, &c. They have made up the deficiencies of early education, restored what was lost, added to what was gained; fitted for a higher social position, more lucrative business, more influence and usefulness in society; besides saving from the wasting of time and self in low pursuits. Wherever I go I meet those who have been scholars, delighted to express what the school did for them, and the benefit it has been to them in life." * * * * "The blessings of these schools have not been confined to the scholars. They have rested on the *volunteer teachers*, helping to develop in many that benevolence and energy of character which now distinguishes them." * * * * "The schools have made throughout the city a deep impression on the mass of ignorance, of the importance of night school opportunity, and made the field white to the harvest which laborers in the shape of departments of commercial colleges, of private schools and of mission schools are pressing forward to occupy."

I am sure that I need make no apology for introducing here this testimony of a veteran laborer, to the immense practical value of Evening Schools. Nor can we fail to catch something of his enthusiasm, as he looks back through the long tract of years filled with such great and unremitting toil, and crowned with so rich a harvest of good. Is it too much to hope that such examples of successful toil shall inspire and encourage the benevolent in other places to enter upon similar labors; and especially that the intelligent and patriotic citizens where these schools were thus begun and continued will take up the work, now laid down by their venerable founder, and carry it forward with renewed energy and zeal?

NORMAL SCHOOLS.

The reports of the Visitors give ample accounts of the condition and working of these schools during the year, with important suggestions in regard to their future character.

Simple justice to my own convictions requires me to add that they have achieved during the past year more than an average degree of success. As a whole, their numbers have been larger than ever before. More than five hundred pupils were present in the Fall Term, and nearly one hundred and fifty have graduated during the year.

The character of the teaching is steadily approaching the true ideal, as expounded by the ablest thinkers and writers, and the schools are assuming a strictly professional character, as fast as the previous training of the pupils will admit.

They are professional, not solely nor chiefly in that they require the study of theoretical treatises on methods of teaching and of school discipline, but in a more practical way. The general arrangement and order of the school, its discipline, the methods of teaching,—by topics, and not by the pages of a book,—the daily drill in the class-room, the habits of free and searching discussion encouraged, and other kindred exercises, all have the one end in view of thoroughly preparing the pupils for the teachers' work. And in this way only, and not by didactic inculcation, can the Normal Schools accomplish their proper purpose. The pupils thus trained become in a good degree familiar with principles as well as methods. They are inspired with a generous enthusiasm and love for their profession, which insures a high degree of success as practical teachers. I do not think it to be the language of boasting to say that, within the range of studies prescribed and the time allotted to the course, these schools may safely challenge comparison with any others for thoroughness of scholarship and excellence in professional training. On these points the reports of the school committees of the towns where Normal teachers are employed furnish abundant and most satisfactory testimony, accompanied, often, with earnest exhortations to those looking forward to the teacher's profession to resort to the Normal Schools, as the best means of preparation for their future work.

The demand for Normal teachers is greater than the supply, and is constantly increasing. Frequently whole classes, or a majority of their number, are engaged as teachers on or before the day of graduation. In view of such an encouraging fact, it would seem to be the part of wisdom to enlarge the supply by every feasible and proper means. And the question is, can this be done at a reasonable cost? So far as school accommodations and teaching force are concerned the answer is at hand. The present school buildings are capable of furnishing sittings and other accommodations for one hundred and twenty pupils in each, or four hundred and eighty in the whole. In my judgment it should be the aim to secure the attendance of two hundred in each school, or eight hundred in the aggregate, and the

additional room and teaching force can be furnished at a very moderate expense,—so small, indeed, that the proposed number can be educated at a cost for each pupil considerably less than the present arrangement allows. The work of enlargement should begin when and where the need is greatest, and proceed gradually till it is completed in all. In two of the schools it should begin the present year;—in that at Westfield, where the present number of pupils cannot be suitably provided for, and in the one at Framingham, where the rooms for recitation and lectures are altogether meagre and insufficient. The work cannot be long delayed at the Salem School, already filled to overflowing.

The only serious obstacle in the way of enlarging the capacity of the Normal Schools is the result of other causes. It is found in the greatly increased expenses of living, and in the growing difficulty of obtaining suitable boarding places at any price. Already these causes are operating to impair the efficiency of two of the schools, by keeping their numbers considerably below their present means of accommodation, and they threaten a like result in all. The pupils who resort to these schools do not come from the families of the rich, and are ill able to meet the enhanced expenses of attending them. But the Commonwealth cannot afford to lose from the ranks of its educated teachers the young men and women who have been trained in modest but intelligent homes to habits of honest industry and self-dependence. How, then, shall the exigency thus presented be met? Is it wise to wait till other influences than those now at work shall restore the former relations between prices and values, and throw open again to the pupils the doors which are now closed against them?

But will the former state of things ever return? I think it must be evident to all observers that a marked change is taking place in the domestic life of our people. The old custom of receiving strangers freely into the family as boarders is passing away. As in all other departments of labor, the keeping of boarders has become a distinct occupation, and will doubtless remain so.

If, then, the Normal Schools are to be kept in successful operation, new arrangements must be made to meet the altered circumstances in which they are to exist. The eminently successful experiments to overcome the difficulties I have spoken of, which have been made by other institutions of learning in our own

State, and more especially by the Normal Schools of other States, leave no ground to doubt that there is a practical and economical way of relief. It is found in the addition to each school of a boarding-house establishment, where the pupils, not residing at their homes, and who cannot be otherwise provided for, may find convenient and comfortable rooms, and healthful food, at reduced prices. The details of such a measure I do not propose to give; these have already been presented to the Board by the Visitors of the schools, whose wants in this respect are the most pressing.

I cannot but believe that the plans of the Visitors will meet with the cordial approbation of the legislature, and that adequate means will be appropriated to carry them into execution.

We cannot afford to allow these schools to languish, or to be shorn of their strength in any degree. They occupy a central and vital position in our educational system. This position they have achieved by thirty years' service, often in the face of strong opposition and bitter prejudices. Whatever is needful, not only to sustain them in their present condition, but to give them greater strength and enlarged means of usefulness, will be cheerfully granted.

In my last report I spoke of the urgent and increasing demand for a class of Normal teachers possessing a higher education than the schools now give, to serve as assistants and principals in the higher grades of schools. To meet this demand I recommended that provision be made for an additional voluntary course of two years' study, to embrace substantially the branches required by the statutes to be taught in the High Schools. This recommendation having been adopted in general terms by the Board, waits for the favorable action of the legislature, when the extended course will be carefully arranged, in readiness to be entered upon by the schools whenever it shall be deemed best. In no way so effectively, and at so little expense, can the Normal Schools be made to exert a wide-spread influence, as by furnishing thoroughly trained teachers for those schools of the higher grades in which the great majority of the teachers of the Common Schools are educated.

On this point, I am happy to present the views of three of the Principals of the Normal Schools. Mr. Dickinson, of the Westfield School, remarks:—

“Normal teachers must fill the higher schools, as well as those of a lower grade, that their influence may be very extensively, or permanently felt.

“The Normal Schools must fit teachers for any position in the town schools of the State; then the higher schools being filled with professionally trained teachers, will render it necessary that the lower schools shall also be filled with professional teachers.

“Let the higher schools be taught after the Normal method, and the lower schools must be taught of necessity after the same method.

“There is great call now from all parts of the country for Normal teachers to take charge of High Schools. If we would have Normal teaching prevail, and meet the present demands, we must establish a four years' course in some or all of our Normal Schools. Let this four years' course be optional, then some who enter would go through the present course fitted for primary teaching; others would pass through the longer course for the higher schools.”

Mr. Hagar, of the Salem School, writes as follows:—

“For those persons who desire to fit themselves to teach in the Common Schools, the course which is now pursued in the Normal Schools is sufficient, and is complete in itself. For those who wish to teach in High Schools, the ‘advanced course’ is of great importance. The High Schools now furnish a large proportion of the teachers of our Common Schools. If the right kind of training be given in the High Schools, they can easily accomplish a great deal towards introducing right principles and methods into schools of lower grade. * * * The most that the Normal Schools can do, is to send out a small number of good teachers, who shall serve as exemplars for others who cannot, or at any rate do not, avail themselves of opportunities for special preparation as teachers. It is possible to stock the High Schools with well-qualified teachers. If a single first-rate instructor can be put into every High School, thousands of young persons will have a chance of witnessing the practical operation of good teaching. This of itself would possess great value; and if, as might readily be done, special instruction were given in the theory and art of teaching, the graduates of High Schools would go forth much better prepared than they now are, for the work of teaching. I do not pretend that this preparation would equal that afforded by a full Normal course, but it would be vastly better than none, and it could be given to a large number at small expense. The more I think of the matter, the more I am impelled to believe that Normal Schools and High Schools must be chiefly relied upon for an adequate supply of Common School teachers. Let

the former, in addition to the work they are now doing, be organized so as to stock the latter with well-trained teachers, who will use the best Normal methods, and in a few years the State will possess an ample force of educators, familiar with some educational principles and the best known methods."

Miss Johnson, of the Framingham School, thus speaks:—

"The considerations which immediately present themselves to me in favor of a four years' course in our Normals Schools, are—

"I. The constant and growing demand for trained teachers for our public High Schools, which has been met, so far as there has been a call in that direction for our graduates, only by drawing upon the small number of young ladies who have gone through our partial advanced course.

"II. The fact that the majority of teachers come from homes in which their opportunities for such generous culture as teachers ought to have, have been very limited, and our two years' course does scarcely more than show their deficiencies without giving them the opportunity to supply them, so that when they leave the school, they are just at the point in their studies at which they ought to have commenced the course.

"III. The very beneficial influence which the advanced class of pupils exerts upon the tone of feeling in school, as well as upon the standard of scholarship. And I think this benefit is a very great and important one.

"There is the most pressing need for a better course of training in our High Schools. This is very evident to those of our Normal teachers who give the instruction in our junior class.

"Very few of our pupils seem to have any idea of thinking for themselves, and we have to spend the most of the first year in freeing them from the trammels of text-books and from the unhesitating reception of any statement a teacher may make, without reference to its probability.

"These are considerations in the interest of the schools. I pass by the reasons which might be urged on other scores, such as the great and pressing need of good places of education for our young women, the blessing it would be to them to have a regular four years' professional course, which would be to them what a college and professional training are to young men, and would give to them the opportunity to show their ability to do the highest educational work, because I suppose the warrant for the establishment of Normal Schools at all, lies in the need of the Public Schools rather than that of individuals."

These views, so well expressed, must commend themselves to the thoughtful as eminently wise and practical. I invite the special attention of those who have charge of our Public Schools to the remarks of Mr. Hagar, relating to the formation of classes in the High Schools, for the purpose of special instruction in the theory and art of teaching. Taken in connection with, or independently of Training Schools, of which I have already spoken, they cannot fail to serve a most useful purpose. These classes should be composed of those members of the senior class who expect to become teachers. Under the charge of a well-trained and skilful instructor, they should pursue a thorough course of study in the theory of teaching and of school discipline and management, should be made familiar with the laws of the Commonwealth relating to schools, and should carefully review the elementary branches taught in the Common Schools, with particular reference to the most approved methods of teaching them.

Thus the High School will not only, as now, afford to the young the means of a generous culture, but it will be an efficient instrumentality in furnishing in an economical way a class of teachers for the schools of a lower grade, who will enter upon their work with some good degree of preparation. Moreover, the school will itself feel the influence. It will be regarded with a deeper interest, challenge a more liberal support, and take a more commanding position. In this way also the High School and the Normal School will form a true "co-operative union," the fruit of whose united and harmonious labors will be seen in the enlarged intelligence, the generous culture of the rising generation.

Having enjoyed in early life the privilege of membership in such a training class, I speak with the confidence which experience gives, and earnestly recommend to my fellow-citizens to give to this subject a careful consideration.

I am here reminded of another class of institutions which should not be overlooked in this discussion. I refer to the incorporated and endowed Academies and Seminaries. It seems to me that the creation of special training classes, in connection with the English department in these—particularly those which are well endowed—is not only desirable, but eminently practicable. As in the case of the High Schools, it would greatly enlarge their usefulness, raise the standard of scholarship in the English

branches, give them a higher place in the popular estimation, and attract to them larger numbers of students.

In a former report I briefly invited attention to this subject, and suggested as a matter worthy of consideration whether the practice of the State of New York in encouraging the forming of teachers' classes in the Higher Seminaries of learning might not be profitably adopted to a limited extent in Massachusetts.

I was deeply interested, therefore, in hearing the language of His Excellency the Governor in his annual address to the legislature, with reference to this topic, and confirmed in my intention of calling renewed attention to it. He said:—"There appears to be no good reason why the larger Academies and High Schools which are scattered through the State should not possess these advantages, (special classes for instruction in the art of teaching,) or that the State should not adopt some legislative action to encourage their trustees to establish a course of instruction adapted to this purpose."

These suggestions of His Excellency will not fail to commend themselves to the thoughtful attention of the people. In view of the large number of teachers which our school system demands they have great weight. The number of schools in the Commonwealth at the date of the latest reports, was 4,937, and the number of different teachers employed was 7,852.

After the reduction which this formidable number will undergo by a judicious re-organization of the schools, to meet the requirements of economy and utility, by which large numbers of exceedingly small and altogether useless schools will be closed; and by the general adoption of the plan of an annual selection of teachers, instead of changing them twice and often three times in the year, there will remain a demand for nearly five thousand teachers. Of this number the Normal Schools, even with the enlargement of which I have spoken, will hardly supply more than one-fifth; and it would seem to be the part of wisdom and of duty to give a cordial welcome as auxiliaries to whatever institution is able and willing to render aid in such an emergency.

True, the experiment would be a novel one with us; but the examples of its practical operation are not wanting. In the State above named special classes are organized for the instruction of teachers in a large number of "Academies, Seminaries, Union High Schools, and Collegiate Institutions," annually selected for

that purpose by the "Regents of the University." The sum of eighteen thousand dollars is annually paid "for instruction in Academies in the science of Common School teaching, under a course of study prescribed by the Regents," "at the rate of ten dollars for each scholar, not to exceed twenty in each academy," so instructed "during at least one-third of the academic year."

The method of selection, the age, the character, the degree of scholarship of the applicants, the declaration of his intention to teach, and the course of studies and the manner of teaching them are carefully prescribed. It is also strictly required that "the class must be recognized and taught as a distinct class, and not merged in the other classes of the Academy."

Such, briefly, is the plan adopted in New York. In the school years 1867-8, "in eighty-one institutions, fourteen hundred pupils were attending the classes and pursuing under separate instruction the prescribed course, of whom three hundred and ninety-nine were males, and one thousand and one were females." It is also stated that a large proportion of these pupils actually engage in teaching, "practising in their own schools the lessons and precepts taught them in the teachers' class."

It is not expected of young teachers, with only this brief and partial preparation, that they will do the work of the thoroughly trained Normal graduate; but it is confidently claimed that they will prove themselves to be "far more useful as teachers than those of the same natural ability who have not received any special training."

I conclude with the query whether, in addition to the means previously spoken of, the formation of special classes for training teachers in our leading incorporated Academies, either by the voluntary action, or by the offer of aid from the State, does not in view of all the facts, of the pressing demand for large numbers of teachers, of the high source from which the suggestion comes, and the successful example presented by a sister State, hold out so fair a promise of good results as to warrant a judicious trial.

JOSEPH WHITE.

Boston, Feb. 3, 1869.

APPENDIX

TO THE

REPORT OF THE SECRETARY.

List of the Beneficiaries of Massachusetts, January 1, 1869.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
1. Wendell P. Porter,	Somerville,	9	May 18, 1859,	Congenital.
2. John O'Harra,	Milford,	10	Sept. 19, 1860,	Ulcers in head, at 1 year.
3. Eldora M. Howe,	Marlborough,	10	20, 1861,	Ulcers in head, at 8 months.
4. Sylvia B. Atkins,	Chatham,	10	16, 1862,	Congenital.
5. Thomas Fahy,	Pittsfield,	9	16, 1862,	Congenital.
6. Lauretta J. Richardson,	Mansfield,	10	16, 1862,	Scarlet fever, at 1 year.
7. Betsey A. Munroe,	Rehoboth,	9	16, 1862,	Congenital.
8. Mary E. Murphy,	Boston,	8	17, 1862,	Scarlet fever, at 2½ years.
9. Willie S. H. Peterson,	Plymouth,	8	18, 1862,	Congenital.
10. Othello D. Hayden,	Stoughton,	11	15, 1863,	Scarlet fever, at 2½ years.
11. Elbridge A. Wellington,	Wayland,	11	16, 1863,	Croup, at 15 months.
12. Andrew P. Josselyn,	Foxborough,	9	15, 1863,	Fall and sickness, at 3 years.
13. Ella M. Peltier,	Cambridgeport,	11	16, 1863,	Inflammation in head, at 6 months.
14. Charles H. Martin,	Salem,	9	16, 1863,	Scarlet fever, at 5 years.
15. Mary Carey,	Boston,	9	16, 1863,	Congenital.

16. Orlando A. Smith,	.	.	.	Cambridge,	.	.	10	Sept. 16, 1863,	Congenital.
17. Matthew Leary,	.	.	.	Boston,	.	.	12	16, 1863,	Congenital.
18. John Butler,	.	.	.	Brookline,	.	.	10	16, 1863,	Sickness, at 3 months.
19. Francis McGirr,	.	.	.	Boston,	.	.	10	21, 1863,	Convulsions, at 2 years.
20. Eliza O'Hearn,	.	.	.	Tewksbury,	.	.	12	13, 1864,	Unknown.
21. James Nelson,	.	.	.	Lowell,	.	.	12	13, 1864,	Unknown.
22. Ellen L. Tilton,	.	.	.	Cheshire,	.	.	12	13, 1864,	Lung fever.
23. George Macintosh,	.	.	.	Canton,	.	.	9	13, 1864,	Whooping cough, at 2 years.
24. Samuel S. Cross,	.	.	.	Beverly,	.	.	10	14, 1864,	Congenital.
25. Marion L. Taft,	.	.	.	Worcester,	.	.	8	14, 1864,	Scarlet fever, at 5 years.
26. Charles Acheson,	.	.	.	West Randolph,	.	.	10	14, 1864,	Congenital.
27. Sylvester W. Wentworth,	.	.	.	Ipswich,	.	.	12	14, 1864,	Scarlet fever, at 9 months.
28. Wilber N. Sparrow,	.	.	.	Eastham,	.	.	11	15, 1864,	Scarlet fever, at 5 years.
29. Jared Mayhew,	.	.	.	Chilmark,	.	.	11	15, 1864,	Congenital.
30. William M. Gardner,	.	.	.	Hardwick,	.	.	9	23, 1864,	Cold, at 2 years.
31. Ellen L. McDonough,	.	.	.	Russell,	.	.	11	Oct. 6, 1864,	Sickness, at 1 year.
32. John Gambol,	.	.	.	South Boston,	.	.	8	15, 1864,	Scarlet fever, at 4 years.
33. Adda J. Barnard,	.	.	.	Lowell,	.	.	10	Sept. 13, 1865,	Discharge from ears, at 1½ years.
34. William S. Barrett,	.	.	.	Plymouth,	.	.	13	11, 1865,	Congenital.
35. Abbie L. Chaffin,	.	.	.	Worcester,	.	.	8	12, 1865,	Congenital.
36. John Clark,	.	.	.	Monson,	.	.	10	12, 1865,	Unknown.

List of Beneficiaries of Massachusetts—Continued.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
37. John J. Conners,	Mansfield,	9	Sept. 13, 1865,	Cholera infantum, at 2 years.
38. Albert W. Chapman,	Cambridgeport,	8	15, 1865,	Scarlet fever, at 6 months.
39. Oliver Bastinella,	New Lenox,	13	18, 1865,	Scarlet fever, at 2½ years.
40. Frank H. Drew,	Boston,	8	18, 1865,	Congenital.
41. Edward Duran,	South Boston,	10	19, 1865,	Congenital.
42. James F. Freallick,	Provincetown,	11	11, 1865,	Scarlet fever, at 1 year.
43. Anna L. Hartshorn,	Roxbury,	10	11, 1865,	Scarlet fever, at 11 months.
44. Lewis N. Hawley,	Leverett,	13	13, 1865,	Congenital.
45. Levi R. Hawley,	Leverett,	10	13, 1865,	Congenital.
46. John McCarty,	Andover,	10	12, 1865,	Canker, at 2½ years.
47. Catherine Milan,	Milford,	10	18, 1865,	Brain fever, at 1 year.
48. Mary E. Mulcahy,	Salem,	11	14, 1865,	Congenital.
49. Mary O'Brien,	Cambridgeport,	13	13, 1865,	Sickness, at 4 months.
50. Sarah E. Platt,	North Chester,	9	13, 1865,	Cold in head, at 2 years.
51. Josiah Quiney,	Monson,	11	13, 1865,	Unknown.
52. Sally E. Stone,	Natick,	10	13, 1865,	Scarlet fever, at 1½ years.
53. Samuel A. Tufts,	Malden,	9	13, 1865,	Congenital.
54. James Powers,	Boston,	8	25, 1865,	Cold and fits, at 4 years.
55. Mary Spillane,	East Boston,	14	Nov. 13, 1865,	Brain fever, at 3 years.

56. Ellen Corcoran,	New Bedford, . . .	12	Nov. 13, 1865,	Illness, at 2 years.
57. Julia A. Driscoll,	East Boston, . . .	12	13, 1865,	Sickness, at 3½ years.
58. Mary J. Lee,	East Longmeadow, . .	7	Sept. 14, 1864,	Water on brain, at 3 years.
59. Alda M. Adams,	Charlestown, . . .	11	13, 1866,	Scarlet fever, at 1 year.
60. William F. Carter,	Boston, . . .	13	Oct. 19, 1866,	Fall, at 4 months.
61. Mary O. Meacham,	Chester, . . .	14	Sept. 11, 1866,	Congenital.
62. Morcellia A. Meacham,	Chester, . . .	9	11, 1866,	Congenital.
63. Catherine McDonald,	Boston, . . .	11	12, 1866,	Sickness, at 1 year.
64. Michael O'Neil,	Springfield, . . .	9	12, 1866,	Congenital.
65. Amelia A. Richardson,	Mansfield, . . .	9	Oct. 30, 1866,	Congenital.
66. William Rudolph,	Boston, . . .	10	Sept. 13, 1866,	Scarlet fever, at 2 years.
67. Ella J. Soper,	Lowell, . . .	9	12, 1866,	Congenital.
68. Jennie M. Tisdale,	North Bridgewater, .	8	12, 1866,	Canker rash, at 3 years.
69. Samuel Wardman,	Ballardvale, . . .	11	11, 1866,	Congenital,
70. Ella J. Wentworth,	Ipswich, . . .	10	12, 1866,	Congenital.
71. Henry White,	Roxbury, . . .	9	12, 1866,	Typhus fever, at 6 years.
72. Elizabeth Martes,	Charlestown, . . .	11	10, 1867,	Fever.
73. John F. Paul,	Cambridgeport, . .	7	11, 1867,	Congenital.
74. Wallace E. Anderson,	South Framingham, .	10	11, 1867,	Congenital.
75. Ellen Duffy,	Boston, . . .	12	11, 1867,	Unknown.
76. Anna Monahan,	Lowell, . . .	10	11, 1867,	Unknown.

List of Beneficiaries of Massachusetts—Concluded.

NAMES.			Residence.	Age on Admission.	Admission.	Cause of Deafness.
77. John O'Neil,	.	.	Palmer, .	8	Sept. 16, 1867,	Congenital.
78. Orison Daniels,	.	.	North Adams, .	19	12, 1867,	Inflammatory rheumatism, at 2 years.
79. Albert C. Hargrave,	.	.	Boston, .	10	16, 1867,	Brain fever, at 3 years.
80. Mary E. Carroll, .	.	.	South Boston, .	10	23, 1867,	Congenital.
81. Edward W. Frisbee,	.	.	Charlestown, .	11	26, 1867,	Unknown.
82. Julia Parsons,	.	.	Gloucester, .	13	8, 1868,	Congenital.
83. Charles W. Lurvey,	.	.	Gloucester, .	10	8, 1868,	Scarlet fever, at 5 years.
84. Charles E. Knight,	.	.	West Boylston,	14	8, 1868,	Scarlet fever.
85. James Farley,	.	.	East Boston, .	15	9, 1868,	Sickness, at 11 years.
86. James W. Perry, .	.	.	Milton, .	10	9, 1868,	Measles, at 18 months.
87. Alexander W. Gerry,	.	.	Charlestown, .	10	9, 1868,	Scarlet fever, at 3½ years.
88. Ellen B. Reekie, .	.	.	Clinton, .	8	9, 1868,	Congenital.
89. Margaret Calahan,	.	.	Walton, .	11	9, 1868,	Scarlet fever, in infancy.
90. Charles E. Wood, .	.	.	Boston, .	9	9, 1868,	Congenital.
91. Joseph H. Coney,	.	.	Foxborough, .	9	9, 1868,	Scarlet fever, at 18 months.
92. Joseph W. Soper, .	.	.	Lowell, .	9	9, 1868,	Congenital.
93. John B. Lucy, .	.	.	Haverhill, .	9	9, 1868,	Scarlet fever, at 4 years.
94. Bridget Coggins, .	.	.	Lowell, .	11	9, 1868,	Congenital.
95. Ebenezer E. Staples,	.	.	Taunton, .	9	10, 1868,	Congenital.

96. Benjamin D. West,	.	.	.	Chilmark,	.	.	15	Sept. 10, 1868,	Congenital.
97. Deidama J. West, .	.	.	.	Chilmark,	.	.	12	10, 1868,	Congenital.
98. Lizzie A. Stevens,	.	.	.	Gardner, .	.	.	11	10, 1868,	Spinal meningitis, at 7 years.
99. Peter Beauregard,	.	.	.	North Adams, .	.	.	15	10, 1868,	Congenital.
100. George Meacham, .	.	.	.	Chester, .	.	.	9	10, 1868,	Congenital.

Extracts from the Fifty-Second Annual Report of the American Asylum at Hartford, Conn.

The number of pupils in attendance at the date of my last report, was two hundred and twenty-four. Forty-one new pupils have been admitted during the year, and one former pupil, making the whole number under instruction two hundred and sixty-six. Forty-one have left the school, and the number now present is two hundred and twenty-five. These are arranged in thirteen classes, under eight hearing, and five deaf-mute teachers, giving each class an average of seventeen pupils. * * * *

The arrangements for securing the health, comfort and education of so large a family as ours, necessarily involve the most careful attention. There are so many families personally interested in these arrangements, that a detailed narration of the daily routine of our household may not be unacceptable. The pupils, called by one of their number, rise at 5 o'clock in summer, and at 6 o'clock in winter. Breakfast is served at half-past six, the time before breakfast in summer being devoted to amusement. At seven the boys repair to the shops, (of which we have three, a tailor's, cabinet and shoe shop,) where they are occupied till a quarter before nine. The larger girls, divided into four sections, engage in domestic duties. One class clear the tables, wash the dishes in the dining-hall, and make the beds; one sweep the school-rooms and halls; a third go to the laundry, while a fourth engage in plain sewing, and mending their own garments. These divisions alternate in their several duties once a month. The pupils under twelve are excused from these arrangements, and after committing a short lesson spend the time in amusement. At a quarter before nine the boys leave the shops and prepare themselves for school. At five minutes before nine the pupils, under the charge of a monitor, quietly, and in perfect order, proceed to the chapel. The service is conducted by the principal, or one of the instructors, and occupies about fifteen minutes. A text of scripture is written in large characters upon a slate, so as to be visible from all parts of the room. This is explained and commented upon in a simple and practical manner, and a brief prayer is offered. The entire exercise is in pantomime, or the natural sign language of the deaf-mute, is intelligible to nearly all in the room, scarcely excepting the youngest, and brief,

these two sorts such objections are almost wholly removed, and if on further trial they shall prove to be equally productive and hardy with the older varieties, with the advantages that we have mentioned, they will be truly valuable, and we may reasonably expect to see blackberries planted in many gardens where they are now seldom found. A strong but not wet soil is better suited to this fruit than a light or sandy soil. They always succeed better when protected in some way from the effects of the winter, but it has been found difficult to lay down the thorny varieties. They should be set in hills or stools like raspberries, about five feet apart in the rows, with rows six or eight feet apart. A cheap trellis of stakes with wire stretched across is a great advantage, for the canes can then be tied up out of the way. This fruit always sells readily and brings a high price, and it is a pity we cannot grow more of it; but our experience has not been of the most favorable kind, and some of our neighbors have had no better success, and have abandoned the cultivation of this fruit entirely. We will not trespass further to speak of other fruits that can, under certain circumstances, be raised to profit. The cranberry is prominent in our mind, and we are glad to know that increased attention is being paid to the growing of this fruit every year. We hope the time is not far distant when the bogs, swamps and marshes of our whole State shall yield its ruddy fruit that shall equal the product of the cranberry fields of Cape Cod. But what shall we say more? for time would fail us to even briefly hint at many important things connected with the cultivation of various fruits both out of doors and under glass. Some inquiries naturally force themselves upon us, and many are ready to ask, as they have many times before, Is fruit culture profitable? We unhesitatingly answer yes, and profitable in more respects than one. But profitable in that one respect to which all minds are strongly drawn—that of actual proceeds or incomes in greenbacks; profitable as it tends to develop our better nature, to cultivate our taste, to add to the comfort of our homes, to subdue the stubborn and waste places, and make them bloom and smile beneath the golden and purple fruitage of autumn.

If great advances have been made in the last half century in our country, what may we not reasonably expect during the

next twenty-five or fifty years? Vast tracts of territory that only a few years ago had never been visited by the Anglo-Saxon, to-day teem with bountiful harvests, rich rewards to the busy laborers on the great harvest-fields of the land. There are other fields far and near which, if planted with fruit trees and fruit-bearing vines and plants, will gladden the eye and the heart of the owner, and reaching in its results beyond the smiling plains or pleasant valleys, will cause even the heart of the little dirty, neglected child of the city to leap for joy as he beholds the rich and tempting fruits spread out before his eyes and sold so cheaply that the possessor of a penny even may be happy for a moment as he enjoys the rich, melting pear or luscious peach or more substantial apple. Think, my friends, of the old homestead farm, away it may be among the pleasant hills, that dear old place with its ten thousand pleasant memories, where grew in our childhood the very best apples and peaches and grapes that could possibly be found, as we thought then. Do we not remember how much we enjoyed even the fruits of those days, poor though they were? With no bed laden with President Wilder strawberries, or trees bending with Dana's Hovey pears! If, then, these things afforded so much satisfaction to us, shall we not, from the many hundred varieties of fruit on every hand, plant such as shall be a source of joy to those who now live and those who shall come after us? Shall we not make our homes attractive and pleasant, that when our children go out on to the great battle-field of life, they too may think of the old homestead with all its pleasant things, among the least of which will not be the orchard and garden?

Then cultivate fruit. Plant for yourselves; plant for your children; plant for your neighbors away off in the distant cities; plant for the stranger that may come among you; plant for all, and let all enjoy earth's richest fruits without stint or measure.

The CHAIRMAN. President Clark, with his usual courtesy, has asked me to offer a few remarks from the chair on this subject; but after the very able, sensible, useful and comprehensive address by the orator of the evening, there is very little left for me to say. I can, however, from practical knowledge, endorse almost, or quite everything, which he has said. His selection of fruits is admirable. They are fruits which are

adapted certainly to Massachusetts, and there are very few places where they cannot be grown.

Of the apple, I might say that there are some new varieties which are coming in which will probably prove quite valuable and useful in Massachusetts. I allude, in particular, to the Tompkins County King, which I have no reason to think will not do as well in other places as in Dorchester, my own home. It is a large, fair, handsome red apple, and red is the color which commands the price. It is as handsome as the Baldwin, and the Baldwin is everywhere popular. It is a singular fact that the three most popular Eastern apples—the Baldwin, Roxbury Russet and Rhode Island Greening—are the three most popular apples at the West, where they grow so many millions of bushels. At many of the Western Fruit Conventions, votes have been taken as to what were the best varieties, and they have always resulted in favor of the Baldwin, the Rhode Island Greening and the Roxbury Russet. To these I think I may add, as one of the standard winter fruits, the Tompkins County King. I will not say more of the apple.

As to the pear, we have certainly had very great success in Massachusetts in the cultivation of this fruit, and our soils are not of the most congenial character for the culture of the pear; yet, with the indomitable perseverance, pride and competition of our cultivators, as the orator has said, near Boston, where the pear is cultivated more extensively than in any other place in the United States, we succeed in producing as fine pears as are grown anywhere. I had the pleasure, during a visit abroad last year, of seeing the largest and best gardens and nurseries in Europe, and I came home exceedingly gratified by the fact that I saw no cultivation anywhere, and no fruits anywhere, which were superior to our own.

Of the varieties of the pear alluded to this evening, the *Beurré d'Anjou*, as is well known to a great many gentlemen present, is my favorite. I mean, that of the thousand varieties which I have proved by my own personal inspection, the *Beurré d'Anjou* stands first on the list. So excellent is it, that I have increased the number of my trees until I possess now more than four hundred. I have no difficulty at all in selling my crop. I have just sent away the last of them to New York, at twenty-five dollars a barrel. It seems to be as hardy, to use a common

expression, as an oak. It grows on dry soil and wet soil, on light soil and heavy soil. I have never seen an inch of wood that cankered or was injured by the winter; and in quality it is certainly all that could be desired. Now, ladies and gentlemen, it is a great privilege to live to my time of life, (for I introduced that pear more than thirty years ago,) and to feel that, if I have done nothing else, I have been the means of giving to the community such a fruit as the *Beurrè d'Anjou*. I believe Mr. Hyde has named no varieties this evening that I am not ready to endorse.

In regard to grape-culture, its extension is most marvellous in our country. It is, as Mr. Hyde has truly remarked, but a very few years—within the recollection of many present—since we had no varieties, except the very wild ones, other than the *Isabella* and the *Catawba*. Then followed that most glorious grape, the *Concord*—glorious, I say, because it gives to the million a fruit which they can all cultivate. Now, our Western territory is filled with grapes. I had the pleasure of visiting the great grape-show at Canandaigua this last autumn,—the largest exhibition ever made on the American continent,—and I was surprised and astonished at the superabundance and excellence of the fruit. So great has been the crop this year, that *Concord* grapes were sold at the vineyards for three and a half cents a pound, and *Dianas* for five cents a pound; and although I did not believe they paid a profit, it was said that they did. Afterwards I made a visit, on a commission, to taste the must of the grapes on Crooked Lake; and for eighteen miles the banks of that lake, facing to the south and south-west, (and so it is on many other lakes,) were covered with vineyards far surpassing those that I saw on the Rhine. So great had the crop of grapes been, that they had been unable to pick them, and when the frost came, on the 18th of October, it froze what there were in the vineyards; and when I was there they were loading the steamboats with grapes, and sending them down for wine, at one and two cents a pound—not that the grapes were injured for wine, but they would not do to send to market.

Such has been the progress of grape-culture, that on the shores of Lake Erie and its islands more than ten thousand acres have been planted. Millions and millions of vines have been planted on the shores of Lake Erie, and on the islands of

that lake. I saw in one nurseryman's grounds sixteen hundred thousand cuttings that he had put in in one season, and in the September following he advertised that he could furnish no more—they had all been engaged. But, like the potato mania, which is somewhat alive now, the speculation in vines has come to its head—not that our hillsides are not to be clad like the vine-clad hills of the Rhine yet, but there has been so much speculation and zeal, and, I may add, disappointment has followed in so many cases, that at the present moment the sale of grape-vines for vineyards has become very dull. And now, without wishing to advocate (although I might be willing to express an opinion) the cultivation of the grape especially for wine, or to recommend its manufacture for common use, I may say that our wine manufacturers at the West are making wines which compare most favorably with the European wines. It was my privilege to act as chairman of the committee, of the American Commissioners at Paris, for the examination of wines, and the Foreign Commissioners had the liberality to say, when we showed them the Ives seedling and the Norton seedling,—grapes which make a legitimate red wine,—they had the liberality, and honesty, I might add, to say, “If you can raise such grapes and make such wines in your country, you want none from us.”

But in the cultivation of the grape, more than almost any other fruit, we must select suitable situations and soils. That is the great secret. The grape wants a high, dry, hot location, and there it will always succeed. We have many hillsides in Massachusetts which, if they were only selected properly, would produce as fine grapes as are raised at the West. The only reason why we have not done so well the last few years is because of the superabundance of rain. We have had in the month of September, this year, about thirteen and a half inches of rain, against three and a half inches, the average for the last fifteen years. Under such circumstances, nothing could succeed. But at the West, from Rochester to Wisconsin, where it has been hot and dry, the grape grew with the utmost freedom, and ripened early; there was no disease; everything was propitious. But Providence is not partial in its blessings, and the time will come, as I said the other day in a public meeting, when the West will get a ducking, as we have this year; then,

ladies and gentlemen, we shall have the grape growing in profusion, and ripening as well as it does there.

This subject is full of interest, I know. I have seen the profound attention which has been given to the orator this evening. There are many gentlemen present eminent in their profession as fruit-culturists, and I hope we shall hear from them on this subject. There is a gentleman present from a sister State who has raised a very fine seedling pear; and I believe that native fruits are much better adapted to our soils, and more likely to succeed, generally, than foreign fruits. I allude to Mr. Goodale, the Secretary of the State Board of Agriculture of Maine. The new seedling pear bears his own honorable name. I hope we may hear from Mr. Goodale on this subject of fruit-culture.

S. L. GOODALE, of Saco, Me. The Goodale pear was originated by my father from a seed of the McLaughlin, which is also supposed to be a native of Maine, about thirty years ago. The original tree is vigorous, healthy and hardy, having never suffered from any of our severe winters. It has never failed to bear a fair crop in any year since it began to bear.

The fruit is large and fair, and of very good quality, when not allowed to remain too long on the tree. If left too late, it decays at the centre. The flesh, tender, juicy, and very pleasantly flavored. Young trees, in the nursery, assume an upright habit, growing with great vigor, and come very early into bearing, often in the third year from grafting on the pear-stock. I do not consider it well adapted to the quince-root. The original tree has had only plain, orchard treatment, and from its abundant bearing has become as broad as high. It is not so much for any single trait that I value it, as for the combinations of qualities which render it, if it prove elsewhere as it is in the place of its origin, eminently fitted for extensive culture in orchards. It comes, in eating, about three weeks later than the Bartlett, and keeps in good condition until the Beurré d'Anjou comes in.

The CHAIRMAN. The Agricultural College has been greatly indebted to a gentleman who has had signal success in the production of fruit under glass, and who has placed upon the platform these specimens of tropical fruit [two vigorous pine-apples, with ripe fruit.] I wish we could hear from our friend

Dr. Durfee, of Fall River, especially with reference to the growth of the peach.

Dr. DURFEE. I have no objection to stating my experience in growing and raising the peach under glass. It is something like fifteen years since I commenced. I had a house seventy-two feet long. I put a trellis against the wall of that house, and planted six trees, spreading them out fan-like upon the wall. I then had a trellis built in front, upon which I put six more. These trees, with the exception of one or two which have decayed, have borne every year from the first year they were set out, and I have had an abundance of fruit from those trees, of the finest quality. It has been said that you cannot get the peach in perfection under glass; that the fruit is watery, and insipid to the taste; but I think I can say that as fine peaches as ever grew have been grown under that glass for now something like fifteen years, and in great abundance; for I have had, every year, to thin them out, more or less, to prevent injury to the trees. Oftentimes I have taken off five out of six of every lot that exhibited itself on the trees, and then had an abundance of fruit. There are gentlemen here who have seen the fruit when growing, and I see a friend here who had an opportunity last fall of knowing something of the quality of the peach when grown.

That is the only way in which I have been able to cultivate the peach at all. I tried the cultivation of the peach on a trellis against a wall out of doors, and I found a north-west exposure was far better for the crop than any other exposure. I think a hot, scorching sun injures our peach-trees more than anything else, especially after a rain. I have noticed that when we had a shower of rain, followed by a hot sun, it almost invariably killed the buds, and I had no crop. I think, if any one desires to cultivate the peach, the best way is to try it under glass. I think it may be made profitable. I do not make it profitable, because I prefer to have the pleasure of giving them away, rather than to sell them.

The finest quality of peach that I know to be raised is what is called the George the Fourth. The Early Crawford is a very fine peach. I raise the Crawford early and the Crawford late; but I do not think the yellow peach, under glass, can be brought to that perfection that a white peach can.

I might further state that I have another house where I cultivate the peach, and part of the trees are in the ground, and part are in pots. I raise a great many in pots. My course has been to purchase a large number of trees the second year after the graft. I generally send to Long Island and buy, say a hundred at a time, and my gardener takes them and sets them out in the spring, cutting them down so as not to leave more than two buds on each tree. They grow up that season, and the next I have a good crop of peaches. Most of these peaches I have had in pots, as these pines are now in pots, which are cultivated under glass. And I would remark, in reference to pines, that it is very easy to cultivate them, if you have a house arranged for it. These were grown over a hot-air flue. I had a wooden box built, and filled in something like eighteen inches with tan, and the suckers which we clip from the sides of these plants are put into pots filled with good rich soil, which pots are embedded in the tan, and the heat underneath will keep them in a fine state of growth, and they will come into full bearing the first year. These came from my pinery yesterday, and my gardener took off most of the suckers which were on the sides. You will see that some of them are here now. There were large clusters around both of these pines, which have been cut off, which would have been fine pines to set out and bear a crop next season.

The CHAIRMAN. I have the pleasure of recognizing here this evening a gentleman who has performed very efficient service for many years in the Massachusetts Horticultural Society. I allude to Mr. Strong, its Vice-President, and Chairman of its Fruit Committee. I hope Mr. Strong will address the audience.

W. C. STRONG, of Newton. Our Chairman has left very little for us to say, his suggestions are so practical, and he covers the ground so entirely. But, as I have been called up, I will allude to one subject, with which, perhaps, I am least familiar, and it is because I feel a strong interest in it.

I was rather amused this afternoon, as I heard President Clark describe the work of the past year, and the improvements that have been made on the Agricultural College grounds, at the evident satisfaction with which he spoke of the industry of the students in rooting out his apple-orchard. That was the first lesson in fruit-culture which the students received, and I

thought it would rather open the eyes of the farmers of Massachusetts. As we drove out of the grounds I saw the reason, and it was a very good reason, that he had for rooting out those apple-trees. You have said, Mr. President, that the soil of Massachusetts is not specially adapted to the culture of the pear. I think I may safely say that it is eminently suited to the culture of the apple. If you go further north than Massachusetts, to Maine and New Hampshire, you find that many varieties of apple are tender, and, more than this, the fruit does not attain that size and perfection that it does in this State. If you go still further north, into Canada, you find the fruit becomes crabbed. Then, if you go further south or west, you find that, although the fruit grows larger, it is watery, and does not attain that flavor and excellence, just the happy medium of crispness and spirit, which is desired. Massachusetts is eminently the home of the apple; and I hope that one of the lessons taught at the Agricultural College, and on the Agricultural College grounds, will be that the apple is eminently a Massachusetts fruit. It seems to me fitting that this institution should demonstrate this fact; for, as I have had occasion to say recently, this is a long experiment, the culture of the apple. It is an experiment which very few young men are inclined to undertake. It may be very well to say, "Plant the apple; plant it, if not for yourselves, for your children;" but mankind are selfish. We must take them as they are, and they will not do it. It is too long an experiment for most young men, who have an eye to immediate returns. They cannot wait fifteen, twenty, or thirty years for a fair return on their investment of money and labor, and they must wait longer than that for a full return from an apple orchard. Now, the Agricultural College can do this. I am not perfectly familiar with the location of the grounds, but I trust there is a good slope somewhere for an apple orchard, and an extensive apple orchard.

As I look over our State, I am inclined to think there are very few good specimens of apple culture,—very few perfect specimens of apple culture. In the language of the orator of the evening, it is a shame that Massachusetts should be compelled, year after year, to import the larger part of her fruit, when we can grow very much better fruit at home. The only reason for this is because it is so long an experiment. There

is no doubt at all that there are thousands upon thousands of acres of land in our State—I do not know but I state it too strongly, but thousands of acres—that are as well adapted to apple culture as any land on the face of the globe. If this be so, then this institution is the very institution that should undertake this experiment, and demonstrate to our farmers that the apple is a sure source of income; that when skilfully cultivated, it is almost a certain crop—more certain than any other crop we grow.

I feel that the great point to be considered among us just now is this: that we study the exact habits of each kind of fruit. Take the apple. Our soil is eminently fitted for the culture of the apple, and consequently we must embark in it largely. We ought to embark in it so largely that we shall not only supply our own wants, but send to other portions of the country less favored than ourselves; and if our college has not proper grounds, I do feel that the money of the institution can be best expended in the purchase of some good location, where they can demonstrate to the State what can be done with an apple orchard. And so it is with other fruits. We are to study the exact requirements of each fruit; for we can grow, I had almost said, every kind of fruit, if we will study the requirements of each kind carefully. As good grapes have been grown in this State this year, when the rain-fall in September has been thirteen and a half inches, as in any other State in the Union. The same is true even of the peach. I do not mean to say that grapes can be grown to such an extent that we can afford to sell them at the price that has been stated by our Chairman, but we can always sell them, I believe, at a remunerative price. I think I should be willing to go further, and take even stronger ground than has been taken here this evening. There is no necessity for our selling our fruit at so low rates as have been suggested. This year, notwithstanding the flood of fruit that has been sent from the West, all the fruit we have raised has been sold at remunerative prices. None of our home grapes have been sold at less than twelve dollars a hundred.

I want to allude once more to the apple. There is a difference between the population of this State and some other States. In some States, where the population is large, the labor of children is very abundant, and they can pick the small fruits—the

strawberry, for example—much cheaper than we can. The apple we can take care of. It requires very little labor for the market, and it comes at a season of the year which is favorable; and therefore I should place the apple where our orator has placed it, first on the list, and the most important. And it is really a subject worthy of consideration whether our legislature ought not to favor this interest, which in its nature has an inherent difficulty—the length of time required for its development. Our young men are ambitious for quick returns. They cannot have them with the apple, and therefore it is worthy of consideration whether our legislature should not give premiums for good apples, or in some other way encourage the culture of this fruit. Certainly we shall have a right to expect an experiment by our Agricultural College. I think the people will demand it.

The CHAIRMAN. While the subject is under consideration, I will ask gentlemen interested in fruit-culture to address the meeting. Among the number, I see our friend Moore, one of the members of the Board, who has had great success in the cultivation of the apple.

Mr. MOORE. I hardly know what to say, after the lecture we have had to-night, and the remarks from our friends. I should agree with Mr. Strong entirely in one remark he made; that is, that Massachusetts is the home of the apple. I should like to ask how we should have produced such varieties as the Williams, the Porter, the Hubbardston Nonsuch, the Baldwin, the Roxbury Russet, unless our soil had been favorable to the cultivation of the apple? They are certainly among the best, if not the best, varieties now cultivated in the Union, and certainly our soil would not have produced them unless it had been favorable.

I agree precisely with what the lecturer said with regard to raising apples near cities, or on high-priced land. I do not believe it would be profitable to put apples on land worth more than one hundred dollars an acre; but on rough hillsides, and back in the country, as the lecturer has said, there is no doubt but what it would be profitable to raise apples.

But there are a great many here who would interest this audience more than I should, and I think they had better talk instead of myself.

The CHAIRMAN. I believe we have with us another member of the Board who has for many years given his attention to the cultivation of the apple—Mr. Clement.

ASA CLEMENT, of Dracut. I did not expect to be called upon to-night to speak on this question, and I perceive that the audience has become considerably weary of the long sittings; but as you have called me up, I would like to ask one or two questions in relation to apples, and hope somebody will be able to answer them after I get through, and that will be very soon.

I have noticed lately—say for the last six years—that many of the Baldwin trees, which look very healthy ordinarily, blossom fully but do not set much fruit, and what fruit does set does not mature well; it is small. We had, in the orchards round Lowell last season, large numbers of Baldwin apple-trees which blew full, but did not set much fruit, and what there was was poor and insipid in quality, small in size, and knurly. Ordinarily, when fruit is thin on the trees, we expect it to grow a little larger, or hope it will; it seems to be thinned out naturally; but that has not been the case lately with the Baldwin. I cannot account for this fact, and I hope somebody will be able to tell us the reason for the failure of the Baldwin apple.

Then there is another thing. The Hubbardston Nonsuch, with me, bears regularly alternate years, and they never have done better, within my recollection, than in 1866 and 1868, the two last bearing years. The tree bears enormous crops, and the fruit is very fine. The Williams never produced such crops on my grounds as last year. The Foundling, (some call it the River apple in the vicinity of Boston, and some the Fontinelle,) has produced remarkable crops this year in the vicinity of Lowell, and others could be named; while other varieties, which blew well, have failed almost entirely. Now I would like to know how to account for this. I cannot myself.

I do not propose to detain you any longer, but I want some one to tell me how it is that a few varieties bear well, and others, with equal care and attention, fail.

The CHAIRMAN. I presume my estimable friend, Colonel Stone, a new member from the Norfolk Society, can answer those inquiries.

Col. STONE.—I know this audience is tired out with listening to these remarks, and I think the question asked by our friend

from Lowell is not so easily answered. I admit the fact that he states, but why it is so is beyond my knowledge. I have been very much interested and pleased with the discussion here this evening. I think if our friend Strong would visit the orchard of the Clapps, in Dorchester, he would find an orchard that cannot be duplicated in this State or in the United States ; and any gentleman who is anxious to learn anything in regard to the cultivation of the pear or the apple, by going there can receive instruction which may be of great advantage to him. They are modest people, but very kind, excellent people, and will be happy to give any one all the information in their possession that they can. They will tell you just what to do, and you may judge for yourself. There are no more skilful cultivators of the pear or the apple in New England than your neighbors, Mr. President, the Clapp Brothers.

But it is time we were closing our meeting, and I will not detain you.

The CHAIRMAN. My young friend has not been accustomed to being out in the evening.

It would be pleasant to discuss this subject of the apple further. We have some eminent growers with us. Among them I notice General Newhall, of Lynnfield. Shall we hear from him ?

Gen. NEWHALL. Mr. President, I came this evening for the purpose of hearing remarks upon the cultivation of the apple, not thinking that I should be called upon to say anything in relation to the subject. I have, however, had some experience in the cultivation of the apple. The objection has frequently been made to its cultivation by younger men than myself, that they would reap but little benefit from it themselves. So far as my own experience goes, I can state this. Some years ago I found that the trees upon my place were so old, that if young trees were not planted I should have no fruit in a few years. Therefore, in the first place, I planted a nursery of trees, cultivated those trees, set them out, and I have gathered some years hundreds of barrels of Baldwins and Roxbury Russets from those trees. Among the best results I ever had, I gathered from three trees four barrels each after they had been set but nine years. They were set upon a deep, alluvial soil, somewhat rocky, and the trees grew remarkably well. I remember, when

I was a younger man, a relative of mine, in what is now the city of Lynn, had about twenty acres of land, and had but two or three apple-trees upon it. When he was forty years old he purchased a hundred trees, and planted them on about an acre of good land on the south part of the Common of Lynn. While he was setting those trees, one of the Friends or Quakers of Lynn, who was passing by, asked him if he ever expected to derive any benefit himself from the trees he was setting out, at his age. He replied that if he did not somebody else would. He planted those trees, and lived to sell hundreds of barrels of apples from them in bearing years, and supplied this very Quaker with some of the fruit. If any young man is disposed to cultivate the apple or any other fruit, if he will select good trees and cultivate them well, there is no doubt in the world that he will derive benefit from them; and, if he lives to the common age of man, derive benefit from them for many years after they come into bearing.

There is one thing in relation to setting out apple-trees. You want to get good thrifty trees, and those that are grafted upon seedling stock. A few years since I wanted a few varieties of apples that I had never tried, and I sent to Western New York and obtained ten trees. I planted them on good soil, but the trees made very little growth. The next year I had occasion to obtain some trees from Parsons & Co., Long Island, and, talking with Mr. Parsons about those trees, I mentioned the fact that they had not grown well, and he said the reason, in his opinion, was that they were grafted upon root-cuttings, the nurserymen not knowing any better. He said his trees were all grafted upon seedlings raised in the nursery and grafted on the best stocks. This was ten years ago, and now one of the trees that I had from Parsons & Co. would weigh down six of the others, which were, as I have since ascertained, grafted upon pieces of root six inches in length. That practice ought never to be followed, and I would advise any young man who is going to plant an orchard to be sure, if he purchases trees from a nursery, to get those grafted upon seedling stocks instead of upon pieces of root.

After all, this talk about waiting for trees is a mere fallacy. If a young man plants good trees when he is five and twenty years old, if he lives to the common age of man, he will find

that those trees have arrived to their full perfection of bearing, and that he will derive as much benefit from the trees as a subsequent generation, probably. Many of the old varieties, that have been in cultivation for a hundred years, would decline before a young man arrives at the common age of man, and are not worth cultivating. Some think that any variety may be cultivated indefinitely ; but it is not so. A tree has its youth, maturity and decline. That is the law of nature, and if you plant these old varieties they will decline before you do. Therefore, let the young man be sure to get a comparatively young and thrifty variety to plant, give the tree good cultivation, and he will soon begin to reap his reward in dollars and cents, aside from the profit and interest there is in the cultivation of fruit. If you plant seeds and raise seedling trees, you may get something that is better than any variety we have, although, in that case, you will get a great many common or fair apples where you get one good one. In regard to pears, I will mention that, some fifteen years ago, I planted the seeds from the best pears that I could obtain, and I have about thirty seedlings now growing. They are thrifty, and some have come into bearing. Some of them produce very fair fruit, but not equal in quality, perhaps, to many varieties you have. But when you plant a seedling tree and get a fair pear, you have a tree that will last a century ; whereas these grafted trees of the old varieties grow for a few years, and you get the fruit, and then they die before you think of it. From my experience, I should recommend a young man to plant the seed of the best varieties of pear ; let the tree stand where it comes up, never cutting the tap-root, and it will last for centuries. I measured a pear-tree growing upon our light soil about two years ago, and found that it was six feet and four inches in circumference. It never had any cultivation at all. It was a seedling tree, and bore the Button pear. I have had grafted trees under cultivation these five and twenty years, and with all the cultivation I can give them, some of them show signs of decline now ; whereas, some seedling trees that I have had planted perhaps twenty years are still very thrifty, and some of them have attained ten inches in diameter, and look as though they would grow for a century to come. Therefore I think it is very important for a young man who is going to set out an orchard to be careful and get the best trees ;

give them good cultivation, and he will begin to reap the benefit of his trees much sooner than he anticipates. A tree grows fast if you don't think much about it. My place is about ten miles out of Boston. Some thirty years ago I was in Boston for eight or ten years, and at that time there was no conveyance by railroad between the two places. One spring a gentleman of Boston gave me a few scions of a specially good pear, and, as I had some leisure time, I undertook to walk ten miles home to graft those scions. It was a warm day, early in May, and when I had walked about two-thirds of the distance I was a little fatigued, and sat down upon a stone under the shade of a willow tree. Before resuming my walk, I took out my knife and cut a cane from the tree, and when I got home, as I went out into the garden to set those scions, I stuck that cane down in a moist place near the kitchen sink, and it took root and grew. After three or four years I transplanted it to the side of the street, and that tree (the cane that I walked with part of the way from Boston,) is now thirty inches in diameter. I mention this merely to show that it does not take so long a time to raise a tree as many people think. Therefore I advise every man, especially the young students at the Agricultural College, if they go to farming, to plant trees when they are young. They will not only derive a great deal of pleasure from it, but they will be sure to enjoy the benefit of the trees before they arrive at the common age of man.

The CHAIRMAN. I confess to a delinquency of duty in not calling upon my friend, Rev. Mr. Clift, who is immediately before me, and whom I should have recognized before; for I have known him in former years as one of the most eminent fruit-culturists with whom I was acquainted.

WILLIAM CLIFT, of New York. I have always taken you, Mr. President, for authority in fruit matters, and I am sorry to be obliged to differ from you a little this evening. I do not share the apprehensions that have been expressed in regard to the over-production of the grape. It may be very true that in the particular localities where the grape is made a specialty there is a greater production than can be marketed in the immediate vicinity, and it is true that this year and last more grapes have been sent to the New York market than could well be disposed of. They have come there by the ton, and they have been sold

tion. Teachers from the Ohio and Illinois institutions have spent some time at Northampton, watching the system of Miss Rogers; and classes in articulation and lip-reading have been organized in the State institutions of New York, Ohio, Illinois, and Wisconsin, and at the American Asylum, in Hartford. To the principals of various deaf-mute institutions, particularly in the Western States, we desire to express our sense of obligation for the courtesy extended, and the information afforded by them to Miss Rogers.

Grateful acknowledgments are also due from us to our greatest benefactor, John Clarke, Esq., for thoughtful contributions in various ways to the happiness of the pupils.

We desire to acknowledge the uniform interest taken in our school by Governor Bullock, increasing with his acquaintance with the practical working of the system, and to express the obligations we are under to him for first bringing the subject of the incorporation of the school to the notice of the legislature in his message, and for commending it to the kindest care of the State in his valedictory address.

To Doctors Fiske and DeWolfe we are indebted for medical services, either wholly or partially gratuitous; to Messrs. Meekins and North for dental services generously rendered; to Messrs. Marsh, Slade, Skilton, Stoddard & Kellogg, Boland & Prindle, S. M. Smith and J. C. Williams, for sundries furnished at a large discount. Mr. Enos Parsons and other citizens of Northampton, also, are entitled to our thanks for various favors, particularly Mr. Elihu Strong, for transporting baggage to and from the railroad depot at much less than the usual rates. And we would return thanks to the Connecticut River and Boston and Albany Railroads, for passing members of the institution over the roads at reduced rates; to the Indiana Deaf Mute Institution for bound volumes of their reports, from the opening of their school to the present time, and for eight bound volumes of the "American Annals of the Deaf and Dumb;" to Messrs. Trumbull & Gere, for the "Hampshire Gazette;" to Samuel Bowles & Co., for the "Springfield Republican," during 1868, and to the American Tract Society, for ten copies of the "Child at Home."

The financial statement of the Institution will be found at the close of this Report, to which we append the interesting report of Miss Rogers, the principal.

For the Corporation,

GARDINER G. HUBBARD, *President.*

NORTHAMPTON, Feb. 2, 1869.

FINANCIAL STATEMENT OF THE CLARKE INSTITUTION, 1867-8-9.

I. THE FUND.

Received from John Clarke, Esq., July 15, 1867,	\$40,000 00
“ “ “ “ Oct. 12, 1867,	1,000 00
“ “ “ “ Jan. 8, 1868,	9,000 00
	<hr/>
	\$50,000 00

This sum is invested as follows:—

In U. S. Gold-bearing 6 per cent. Bonds (par \$46,000,)	\$49,507 00
On Deposit in First National Bank of Northampton,	493 00
	<hr/>
	\$50,000 00

To which should be added cash on deposit (set aside for the fund,)	3,000 00
	<hr/>

Whole amount of the fund,	\$53,000 00
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On which there is now on deposit in the First National Bank of Northampton, at 4 per cent. interest,	\$3,493 00
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From the above fund there has been received as income, from July, 1867, to February, 1869,	\$5,342 16
Of which there has been paid for school expenses,	1,987 67
“ “ “ “ “ set aside to increase the fund,	3,000 00
Balance, being cash on hand,	354 47

By which it appears that the receipts from tuition have been inadequate to meet the school expenses by nearly two thousand dollars.

II. TOTAL RECEIPTS AND EXPENSES OF THE SCHOOL.

The aggregate Receipts of the School since July, 1867, are—

From the Fund,	\$5,342 16
From the State of Massachusetts,	4,584 52
From other States and from Pupils,	6,337 50
	<hr/>
Total,	\$16,264 18

The aggregate Expenses have been,	\$12,909 71
The unpaid Liabilities are,	310 53
The sum to be added to the fund, is,	3,000 00
Leaving a cash balance above liabilities, of	43 94
	<hr/>
	\$16,264 18

The above Expenses and Liabilities, classified, are—

For Furniture and Fixtures,	\$905 05
For Fuel and Lights,	177 65
For Rents,	1,471 91
For Salaries,	2,540 67
For Board,	7,897 14
For Incidentals,	227 82
	<hr/>
	\$13,220 24

III. RECEIPTS AND EXPENSES FOR 1868.

The Receipts for the year ending February 2, 1869, were—

Cash on hand,	\$180 89
From the Fund,	3,889 66
From the State of Massachusetts,	3,797 02
From Pupils,	*1,638 00
	<hr/>
Total,	\$12,805 57

The Expenses and Liabilities were—

For Furniture and Fixtures,	\$390 63
For Fuel and Lights,	120 55
For Rents,	†1,121 91
For Salaries,	2,015 00
For Board,	5,957 17
For Incidentals,	156 37
	<hr/>
Total,	\$9,761 63

Of this total, \$310.53 is unpaid, leaving a cash balance on hand of	\$354 47
and a balance above liabilities, of	†43 94

The above statement shows that while the fund has increased by the addition of a portion of its own income, the yearly receipts of the school from tuition, have fallen short of its expenses by more than \$1,300.

* Of this, \$262.50 was paid by other States.

† Of this, \$292.33 is due and unpaid, being rents from December 5 to March 1, 1869.

\$3,000 having been set aside for the fund, as before mentioned.

Names, Residences, &c., of Pupils in the Clarke Institution for Deaf-Mutes, December 31st, 1868.

NAMES.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of entering Institution.	Age at time of Admission.	Cause of Deafness.
Annan, Josephine A.,	East Boston, Mass.,	4 years at Hartford Asylum,	Sept., 1868, .	18 years, .	Scarlet fever at 2 years.
Bowers, Frank, .	E. Longmeadow, Mass.,	-	Oct., 1867, .	9 years 2 months, .	{ Unknown; before 2 years partially deaf.
Cushing, Fannie M., .	Boston, Mass., .	{ 1 year 6 months private teacher and 1 year at Chelmsford, .	Oct., 1867, .	11 years, .	Unknown; at 3½ years.
Dudley, E. Theresa Bates,	Northampton, Mass., .	{ 6 months private teacher and 2 yrs. at Hartford Asylum, .	Oct., 1867, .	13 years 6 months, .	Congenital.
Ellsworth, Alice,	Wilbraham, Mass., .	-	Oct., 1867, .	7 years 3 months, .	Unknown; at 2 years.
French, John Y., .	Charlestown, Mass., .	-	Oct., 1867, .	5 years 2 months, .	Unknown; partially deaf at 2 years.
Greene, Roscoe, .	Providence, R. I., .	1 year 9 months after he became deaf,	Oct., 1867, .	18 years 11 months, .	Inflammation of brain; 7½ years.
Haines, Joel Lupton,	Baltimore, Md., .	-	Sept., 1868, .	7 years 6 months, .	Scarlet fever at 3 years.
Houghton, Alice L., .	Worcester, Mass., .	Public school, .	Sept., 1868, .	14 years, .	Partially deaf from birth.
Hovves, Bertha, .	East Dennis, Mass., .	-	Oct., 1867, .	5 years 5 months, .	Congenital.
Jaggard, Edwin B., .	South Deerfield, Mass.,	-	Sept., 1868, .	5 years, .	Meningitis at 3 years 10 months.
Jordan, Harry, .	Boston, Mass., .	1 year at Chelmsford, .	Oct., 1867, .	9 years, .	Congenital.
Keith, Arthur, .	Palmer, Mass., .	1 year at Chelmsford, .	Oct., 1867, .	7 years 9 months, .	Unknown; at 2 years.
Keogh, Michael J., .	Assabet, Mass., .	-	Nov., 1867, .	9 years 6 months, .	Scarlet fever at 5½ years.
Kirwin, Alfred R., .	South Malden, Mass., .	-	Sept., 1868, .	7 years 7 months, .	Measles at 1 year.
Langdon, Willie S., .	S. Wilbraham, Mass., .	1 year at Chelmsford, .	Oct., 1867, .	8 years 11 months, .	Scarlet fever at 5½ years.
Lawton, Martha M., .	North Amherst, Mass.,	-	Sept., 1868, .	8 years 1 month, .	Congenital.
Mason, Edgar T., .	New Bedford, Mass., .	-	Sept., 1868, .	13 years 10 months, .	Partially deaf from infancy.
Moore, Ella Dean,	Lawrence, Mass., .	-	Sept., 1868, .	10 years 8 months, .	Scarlet or spotted fever at 6½ years.
Morse, Walter F., .	South Dedham, Mass., .	1 year at Chelmsford, .	Sept., 1868, .	10 years, .	Congenital.

Munger, Willie D.,	•	Bridgeport, Conn.,	•	-	-	Sept., 1868, .	7 years 9 months, .	•	Abscesses in head before 2 years.
McNeil, John, .	•	Boston, Mass.,	•	-	-	Sept., 1868, .	8 years 5 months, .	•	Typhoid fever at 4 years.
Nevers, Harry W.,	•	Bridgeport, Conn.,	•	-	-	Oct., 1868, .	11 years 1 month, .	•	Scrofula at 20 months.
Nichols, Marletta C.,	•	Arlington, Mass.,	•	3 years at Hartford Asylum,	•	Sept., 1868, .	19 years 10 months,	•	Fall at 1 year 6 months.
Plummer, Jerome H.,	•	Brooklyn, N. Y.,	•	Private school after he became deaf,	•	Oct., 1867, .	13 years 10 months,	•	Scarlet fever at 7½ years.
Porter, Isabel E.,	•	Wrentham, Mass.,	•	4 months at Chelmsford,	•	Oct., 1867, .	8 years 9 months, .	•	Scarlet fever at 3 years 2 months.
Robinson, Hattie F.,	•	Roxbury, Mass.,	•	4 years at Hartford Asylum,	•	Sept., 1868, .	13 years 7 months, .	•	Congenital.
Sawyer, George C.,	•	Charleston, S. C.,	•	-	-	Oct., 1867, .	7 years 1 month, .	•	Measles at 1 year.
Teele, Sarah F.,	•	Somerville, Mass.,	•	6 years at Hartford Asylum,	•	Sept., 1868, .	16 years 9 months, .	•	Discharge of cannon at 2 yrs. 6 mths.
Towle, Lewella, .	•	East Boston, Mass.,	•	-	-	Oct., 1867, .	7 years 8 months, .	•	Humor; 1 year 4 months.
Ward, Harry K.,	•	West Haven, Conn.,	•	-	-	Oct., 1867, .	7 years 2 months, .	•	Congenital.
Ward, Josephine,	•	West Haven, Conn.,	•	-	-	Jan., 1868, .	5 years 1 month, .	•	Congenital.
Whittier, Mary Emma,	•	Bangor, Me.,	•	-	-	Oct., 1867, .	9 years 10 months, .	•	Congenital.

REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution.

GENTLEMEN:—Since the date of our last report, December 31st, 1867, the field of our experiment has widened. In September last applications were made for the admission of four pupils, (from thirteen to twenty years of age,) who had been instructed from three to six years by the system of the sign-language and manual alphabet. Influenced by the unexpected and rapid progress, (mentioned in our last report,) of E. T. B. Dudley, who belonged essentially to the same class, and wishing to test more fully the feasibility of teaching articulation to such pupils, we received these applicants. Their progress in the same length of time has been far less satisfactory than hers; and this difference is mainly owing to the following facts: That Theresa Dudley had never learned to think in signs, nor to make them the chief medium of communication; that her parents had aroused her intellectual activity at the same early period of childhood at which hearing children are sent to school; that, though then not believers in the practicability of articulation by congenital mutes, they had purposely ignored signs, and had used with her, through the manual alphabet, only the English language, in order that she might acquire a copious vocabulary and an English idiom; that, during her two and a half years' instruction by signs, her mother was constantly talking with her in alphabetic language out of school, so that when she began articulation, her knowledge of language and its proper use was far superior to theirs. In addition to all this, during Theresa's first year in our school, no pupil and no teacher *could* talk with her by signs, and thus necessity as well as inclination induced oral communication; and both in and out of school she was practising articulation; whereas these pupils to whom the use of signs had become second nature, have been society for each other, and naturally out of school have used their old means of communication instead of articulation.

Believing that all signs on the part of pupils, and all on the part of teachers, except those few and simple ones used by intelligent mothers and nurses to explain the meaning of new words or phrases, (called by the president of our corporation, in the report of 1867, "natural

signs,") are prejudicial to advancement in articulation, whatever their intrinsic merits, we do all in our power to prevent their use here.

Of the four pupils before mentioned, one lost hearing between two and three years of age, but retained speech; one at a year and a half, spoke many separate words; of one, a congenital mute, we are now hopeful, though for the first two or three months the result seemed very doubtful. Of the success of the other, who lost hearing at two and a half years, but was practically a congenital mute, we are still very uncertain.

Fifteen of the pupils, now members of the school, entered in September last; seven of them, including the four previously mentioned, were grouped together for lessons in articulation, in the class designated "Class A," while for all other school exercises they joined existing classes according to their individual standing in the various studies.

CLASS A.

Marietta C. Nichols, (twenty years old,) Arlington, Mass.; lost hearing at one year and six months; spoke many separate words, and had been three years under instruction by signs and the manual alphabet.

Josephine A. Annan, (eighteen years old,) East Boston, Mass.; lost hearing at two years; retained language, but spoke very indistinctly; had been four years under instruction by signs and the manual alphabet.

Hattie F. Robinson, (thirteen years old,) Roxbury, Mass.; a congenital mute, with five years' instruction by signs and manual alphabet.

Sarah F. Teele, (seventeen years old,) Somerville, Mass.; lost hearing at two and one-half years, and had been under instruction six years by signs and the manual alphabet.

Alice L. Houghton, (fourteen years old,) Worcester, Mass.; partially deaf from birth, had attended the public schools at home with great benefit; had considerable use of language, and all communication with her had been held by means of spoken or written language.

Edgar T. Mason, (fourteen years old,) New Bedford, Mass.; partially deaf from birth, had attended the common schools at home with scarcely any benefit.

Ella D. Moore, (ten years old,) Lawrence, Mass.; lost hearing at six years of age, but retained speech, and read considerably from the lips. She had attended the common school one term, but with very little benefit.

The following extracts are from our note-book:—

"Sept. 17th. Began teaching the class to-day, and during the day gave them the *sounds*, (not *names*,) of ten letters, h, o, f, s, t, e, u, i,

m, a. Ail but Ella learned to give these sounds and to read them from the lips.

"Sept. 18th. Took more difficult letters. At the fourth lesson all but Ella read from the lips thirteen letters with only one mistake, one pupil reading 's' for 'e.'

"The second week began the exercises in combinations of consonants, vowels and consonants, and pronunciation of words and sentences. The third week began the use of 'Leigh's Pronouncing Chart,' (which to any one teaching articulation will be found of great benefit.)

"At the present date, (Dec. 31st,) they, as a class, give the sounds indicated on this chart quite well. Less than an hour a day is now given to this class in articulation, although for the first few weeks a longer time was spent with them.

"Ella after one week articulated all the letters but 'g,' 'k,' 'q,' 'x,' 'l.' She has not yet acquired the sounds of 'g,' 'k,' 'q,' 'x,' or 'ng.' When she gets the sound of 'g' the others will follow with but little difficulty.

"Josie, after one week, gave the power of all the letters but 'b,' 'd,' 'g.' She now gives 'b' and the difficult combination 'ng.' She can give the sound of both 'd' and 'g' in words, but not well as pure single sounds.

"Hattie, (the congenital mute,) on the fourth day acquired the 'k' sound, and in one week could give all the sounds of the alphabet but 'r.' She has acquired these sounds much more readily than the semi-mutes in this class. She now gives all the single sounds and 'ng.'

"Sarah at the end of one week could articulate all the single sounds but 'b,' 'd,' 'g,' 'z,' though generally she made all soft sounds hard. She has yet acquired no more pure elementary sounds, but gives the combination 'ng.' Her sounds are now somewhat less harsh than at first.

"Alice gave the power of all the letters and 'ng' after one week. She can now speak much better than when she entered school.

"Edgar after one week gave all the sounds of the alphabet but 'b,' 'd,' 'g,' 'j.' He has not yet acquired 'b,' 'd,' 'g,' but gives 'ng.'

"Ella was so extremely diffident that for several weeks she did almost nothing in this class. She now gives all the elementary sounds but 'z,' 'y,' and 'g,' and can give 'ng.'"

REGULAR CLASS, 1868.

Edwin B. Jaggar, (five years old,) South Deerfield, Mass.; lost hearing at three years and ten months; retained many words and many phrases, but not enough language to tell anything connectedly.

J. Lupton Haines, (seven years old,) Baltimore, Md.; lost hearing at three years. He apparently retained connected language, though he spoke so indistinctly his teachers seldom understood anything he said.

Alfred R. Kirwin, (seven years old,) South Malden, Mass.; lost hearing at one year of age.

Willie D. Munger, (seven years old,) Bridgeport, Conn.; lost hearing between one and two years of age.

Martha M. Lawton, (eight years old,) North Amherst, Mass.; a congenital mute.

John McNeil, (eight years old,) Boston, Mass.; lost hearing at four years of age, and had lost all idea of language. It has been more difficult to teach him, and he seems to have less idea of using his voice than any other child in the class.

Harry W. Nevers, (eleven years old,) Bridgeport, Conn.; lost hearing at about twenty months; spoke many separate words.

None of these children knew any letters to speak; one boy could write some of the letters and two or three words. He was the only child in the class who had received any instruction. Two hours a day have been devoted to teaching this class, and an hour and a half they have usually spent in copying words, &c., by themselves; the rest of the day being spent in play.

Dec. 31st. After sixteen weeks' instruction, four of the class give the sounds of all the letters of the alphabet.

John, who heard till four years of age, can give no sounds approaching "b," "d," "g," "k," either singly or combined in words.

The little semi-mute, Eddie, can give neither of these singly, but can speak them in many words; although one congenital mute in this class learned "b," "d," "g" in one lesson.

Semi-mutes are often more difficult to teach than congenital mutes.

As a class, the above pupils read, write, and understand the meaning of forty odd words, and read and illustrate about seventy sentences.

CLASS OF 1867, SECOND DIVISION.

In our last report the division of this class designated "First" should have been "Second." One of this division left for private instruction, but Josie Ward, a congenital mute, (5 years old at time of entering) has filled the vacancy.

When they entered, *three* of this division were five years of age, *two* were seven; *none* had received the slightest instruction.

Dec. 31st, 1868. They now read from the lips, write, and understand the meaning of 300 words; read and illustrate the meaning of numberless sentences formed from these words. They do not

yet compose sentences without assistance, but from the words composing a simple sentence, written in a column regardless of their proper order, they form and write out a perfect sentence; this exercise they have daily.

CLASS OF 1867, FIRST DIVISION.

Ella Towle, (8 years old,) lost hearing at 16 months; Mary Emma Whittier, (11 years old,) a congenital mute; George C. Sawyer, (8 years old,) lost hearing at one year. Michael J. Keogh, (10 years old,) lost hearing at five years. None of these had received any instruction previous to entering this school, October, 1867.

They now spell, write, and illustrate the meaning of more than 600 words, and have constant exercises in composing sentences illustrative of these words. They have a daily exercise in reading simple stories, and explaining, as far as possible, their meaning. They have some little knowledge of numbers; counting to 200 and adding simple numbers less than 10. They all write letters every week, composing them alone, and then receiving assistance in correcting them.

One of the most important exercises of the class is "description of pictures," specimens of which are annexed. They were written by the pupils, entirely unaided either by hint or question.

I.

DESCRIPTION OF A PICTURE.

The little boy is falling down on the floor. I think the little girl cry to the poor little boy and hurt head. The little girl is laughing at the rocking-horse all the time in the house. The little girl puts the very long stick on the floor. I think the little girl is looking at the rocking-horse on the floor. The rocking-horse is very bad, fall on the floor in the house. The horse wears a very bright bridle on his horses head. The little girl wears a very pretty dress and shoes and apron and sack when she goes home. The little boy is holding the very small stick in his hand in the house. The little boy is jumping over the large rocking-horse. The rocking-horse is moving on the floor and he is not still. The little boy is not standing up on the floor and he is very tired down on the floor. I think the little boy will sleep shut eyes down on the floor. I think the little boy sits down on the horses back in the house. The horse wears a very nice saddle on his back. The horse has a very long ears. The boy is throwing the large stick on the floor in the house. The little girl has a very long black hair. I think the little boy and girl are very bright blue eyes. The boy throws the very long reins on the floor. The horse is not trotting very fast. The large window is very near on the wall.

EMMA WHITTIER.

II.

The pretty girl is picking the green and blue and yellow flowers with her hand. The man is sitting down on the chair and he near the table. The

grape is growing up on the branch. The small ship is moving in the very deep water. The large girl is pulling up the grapes. One man is eating some cold ice-cream on the table. Four girls carries the grapes to the man to his dinner. The girl is putting the grapes in the round boxes. The girl has a very pretty auburn hair and very curly. The man shadow on the wall. The leaves are growing on the wall, and they are in summer. The grapes are growing up on the long wood. The man taken off his hat on his hand and he put away his hat. The girl has a very pretty sack. The girl is holding the grapes in her hand and she pull the grapes. The man cannot cut the wood with an axe. By and by the ship came to the man, and he are going home. The man is going to the ship. The man is holding the fork and knife in his hand, The man is putting the feet on the chair. The table has four legs. The girl is putting the ribbon with her hair. The girl is walking to the man and she gave the grapes. The man is eating very fast and he are going to the ship in the river. The mountain is very beautiful. The ship shadow on the water. The girl is sitting down on the grass. The girl has around three ribbons. The tree is near the water. The man puts his hat on his head. The man cannot swim in the deep water.

GEORGE C. SAWYER.

III.

ABOUT A PICTURE.

The man is sitting down in the arm-chair. The man holds the pretty book in his hand. The beautiful flowers is on the round table. The pretty picture is hanging on the wall. The pretty small dog is looking at the large man. The round ball is on the floor in the house. The girl is sitting down on the low bench. The woman is sewing the long white dress with her needle. The spool is in the small box. The woman wears a very pretty cap on her head. The girl sews the small dress with the needle and thimble and thread. The little girl wears a very pretty red dress & white apron & ear-rings & brown shoes & stockings. The girl has a very long red hair. The woman is near the large door. The dog is very warm hair. The dog has very short white hair on his back. The dog has a very short white tail. The two girls are looking at the man. The girl is looking at the pretty small new picture. The dog is leaning down on the floor in the house. The green and red pretty flowers is growing on the small ground in the house. The woman puts the box which is on the table. The little dog is not running very fast on the ground out-doors to play.

ELLA TOWLE.

IV.

ABOUT A PICTURE.

We see a new picture of a man on horse's back The little boy is talking to the other man. The men build's their house of wood and stone's. I see two small kid's are standing beside the boy. I see many trees are growing in the woods. four women are looking at the sea. The dog stands on the board & looks at the boys in a boat. The leaves are growing on the branche's of the tree's. The smoke is comming out of the chimney. one woman sits on the top of the basket. The little girl is putting her clothes in the basket. I see three boys are saling in a boat on the water. The woman is carrying a basket on her head. We see some pretty flowers are growing on the bank near

the water, The horse has very long hair on his neck, I see three window's are on the side of the house, The men made a chimney on the roof of the house, a long log of wood is leaning on the bank near the water, I see a large ship is moving on the sea, The little boy holds a long stick in his other hand, The little baby is standing by her Mother, I see the grass are growing on the ground Near them, I Think the little baby will not fell in to the water, I see two goats have long horn's on their head's, They have very long fur on their body, I see two post's are standing in the deep water, I think the dog will not fall into the water, The man is sitting on the saddle on the horse's-back, The horse will not kick the little kid with his foot. The trees are very high then the house is low. The small dog has very short tail behind him, The man will Not strike the horse with a stick. They wears old clothes of rags The low trees are growing beside the house. The woman put the basket on the ground, I see the blue & white cloud in the sky. The boys made a boat of wood, I think the wom an will not push the dog into the water. The man wears a new coat and new pants to the store. I see many stone's on the ground near a log of wood The woman is picking up the rag's in the basket. The woman wears a bonnet on her head. The man is holding the reins in his hand. The horse has no bridle on his head, The man do not wear a collar and he has no money. Two goats have a very short tail, The man wrote words on the ground near the road. I think the ship will not fall over on the water. The little girl wears a large round hat on her head. Perhaps The woman will sew a pretty dress for her little baby, The woman has a small shawl on her shoulder's. The goat will not toss up the little dog, with her horn's. I see the beautiful cloud up in the sky. The woman has no hat on her head. by and by they will go in the house to eat some dinner, I think many fishes are moving in the water, By and by the little boy will catch a rish in the water with his fish-pole.

M. J. KEOGH.

The pictures described by this class had never been seen by them previous to the time of writing the above descriptions. No suggestions, assistance or corrections were given.

At the beginning of the present term, October, 1868, this class was increased by the admission of the following pupils:—

Ella D. Moore, (10 years old,) a semi-mute, who lost hearing at six years, and retained good use of language, although speaking very indistinctly. She had attended a common school one term only, and with very little benefit. She could read only two or three lessons, which she had evidently read a great many times and committed to memory, and she had the least possible idea of spelling. She was so diffident that it was weeks before she accomplished anything in her classes; but for the last month her progress has been excellent. She spells now more than six hundred words, and has in all respects fully overtaken the class. In the formation of sentences, she is of course in advance of them, because of retaining language.

Edgar T. Mason, (14 years old,) partially deaf from infancy. He had

attended a common school at home, but with no benefit beyond writing and spelling some common words and reading a few simple sentences. For the first three or four weeks after his entering school, he gained rapidly in acquiring new words and learning their meaning, but when later his attention was directed to forming sentences, he seemed utterly at a loss, and up to this time has made but little progress.

Marietta C. Nichols, (20 years old,) lost hearing at one year and a half, but could speak many separate words and read the lips a little at the time she entered school. She had been three years under instruction by signs and the manual alphabet. She had a more extended vocabulary than some others in the class, but had much less ability than they to use words connectedly in sentences.

Dec. 31st. She has improved in reading the lips, and talks more than at first, although she is still far from equalling her classmates in the use of language.

SECOND SPECIAL CLASS.

Harry Jordan, (10 years old,) congenital mute; under instruction, two and one-half years.

Arthur Keith, (9 years old,) lost hearing at two years.

Frank Bowers, (10 years old,) partially deaf from infancy. He was promoted last February to this class, from the "first division" of the class of 1867.

This class has daily exercises in spelling, arithmetic, geography, reading simple stories, forming sentences from given words, and description of pictures; they have read through Hillard's Primer, have spelled and illustrated the meaning of fifteen hundred words which have been written in their spelling-books, and have learned many more words from conversation and reading, of which it is impossible to make any record. They write letters every week, receiving assistance in correcting any imperfect sentences.

COMPOSITIONS.

V.

NORTHAMPTON Jan 6th 1869

My dear mother.

I write a letter to my mother on my slate. The dog say bowwow & the man will whip him The children went to eat the party in the evening. The children went to coast on the sled on the snow. I saw Harry dig the snow with a spade in the field Frank & I swept the floor with two broom in the schoolhouse. I saw the snow are on the roof because it melt away on the roof The boy throw the snowballs at the turkey in the field. I think the snow was very very deep because I am afriad of the snow. The little boy did not sit on the snow & it was very wet. I cut the wood with a knife in the

playroom. My knife were very very sharp in my pocket. I did not lost my knife because my pocket did not tear. Bells box was a square in Alices room. A little while ago Bell gave some apple to me. I did not cut my finger. The bad boy shot the little bird on the tree. I think the birds have beautiful was color red & yellow & blue & pink & black & green & purple brown feathers. I think the birds were flying in the air & she has two wings. Sometimes the snow was very very hard & I coast on my sled on the snow. I spill the water in the bottle on the large table. I sometime grow will be a man. I have had no box of tools & I wish you a happy new year. Frank & I threw the snowball at the barn. I did not play in the bed at night. I will cut the round wood with my knife in my room. A long time ago my mother & Frank & I saw a great many ship & steamboat & boat in Boston. The man are made the steamboats & boats & ships in Boston I saw Roscoe spill the ink in the small bottle in school. The man walk with a cane in summer.

Good bye from your son

HARRY JORDAN.

VI.

NORTHAMPTON 5 Jan 1869.

My dear mother.

Walter is very headache and he goes to bed. Mrs Woodard is very sick in the house and Mr Woodard gives her some thing in his room. The children threw the snowball to each other in the after noon. The sun shining and pleasant clear day God gives the sun to us and it is very bright sun. The people went to the large house and we went up stairs and the men gave the things to the people and we went to bed at evening. The tree is almost die in the winter. The children dances around and other round and we laugh all the time and we are very silly and the children and the people look at the children and we laugh very loud noise in the room. The bad boy likes to play on the sled down the hill on sunday all the time. I think the boy drew his sister and she is very lame and she want to sat on the sled and he is a good boy on sunday. The children are going to write about the picture all the time. Miss Fiske found the picture and she writes on the board about the picture. Josie and Miss Fiske are going to Miss Fiske's sister. Romie said I may push the long sled and it is so very fast and Iddie did not look at it and hurt him. Romie and I must to ride on the long sled. The store man are very many paper and books. The people ride in the long sledge for the horses. The horses is very strong and run very fast from the horses and then the other man goes to the long sledge.

Good by.

from ARTHUR KEITH.

VII.

NORTHAMPTON Jan 26 1869

My dear Mother.

We are going to write a letter to you. I did not see the little boy who was dead in the bed to-day in a very large white house. A long time ago I saw Roscoe can make a very long sled to ride and coast down the hill After noon Miss Fiske and Emma & I go down town to buy a shoes for me and she will buy new red or white wools shawl. Joise Annan has very long shawl to wear to the house or school because she was very cold on her back or body. A long time ago my mother and sister and father were coming in Northampton

to see me very much and my sister Emma did not go in Northampton to see me very much because she is very sorry and she goes to schoolhouse and study her lessons on her books and write on the slate and think very much all the time. To-day was very cloudy sky and the children may play outdoors very much to slide or coast down the hill. I am ashamed of Willie because he were crying all the time and Miss Fiske said I am ashamed of you because you did not a good boy all the time. I saw a very tall man who walk very fast on the snow and he must go to the factory down town. Miss Byam said why Willie do you know about all your letter or your mother or father.

Miss Byam takes care of her little book about the man who fall down on the wagon and she laugh very soft loud in her mouth in the schoolroom.

Good bye from

FRANK BOWERS.

At the beginning of the present school year, two new pupils joined this class.

Hattie F. Robinson, (14 years old,) a congenital mute who had received five years' instruction by signs and the manual alphabet.

Sarah F. Teele, (17 years old,) lost hearing at two years, and had received six years' instruction by signs and the manual alphabet.

Both these pupils had a much wider vocabulary and more ideas than the other members of the class, but far less ability to *express* their ideas in English.

FIRST SPECIAL CLASS.

Fannie M. Cushing, (12 years old,) lost hearing at three and one-half years, and had lost all ideas of language at the time her instruction began, four years ago.

Willie S. Langdon, (10 years old,) lost hearing at five and one-half years. When his instruction began (June, 1866,) he retained speech, but was fast forgetting connected language, and spoke indistinctly.

Isabel E. Porter, (10 years old,) lost hearing at three years; retained a few words; has received only sixteen months' instruction.

She was promoted from the "Second Special Class" to this, in March, 1868.

During the year this class have read Hillard's Primer, Tower's First Reader, and had daily exercises in spelling and defining, and are very ambitious to make use of all new words which they acquire, especially the longest words. In geography they have learned descriptions of the different zones, their climate, productions, people, and animals.

In arithmetic they have learned the multiplication table, and are using "French's First Steps in Numbers," adding and subtracting simple numbers readily.

They have daily exercises in forming sentences on new words, and in description of pictures; and write letters weekly.

A teacher reads to them each day some simple story, they reading it from the lips and writing it on their slates.

LETTERS FROM THIS CLASS.

VIII.

NORTHAMPTON, Nov. 11th, 1868.

My dear Mamma,—

I hope my black trunk will come here and I gave my trunk's key to Miss. Fiske and she will not lose it. I think Miss Perham is going home to Chelmsford because her foot is lame and she has two crutches. The small woman lives in in Mrs. Snow's house and she will take care of the children and the woman's name is Miss Baldwin and she lives in Billerica. This afternoon all the children went to walk with Romie and Miss Jordan; and they picked up some evergreen for Thanksgiving. Have you two new books for me? Are you in Boston now? Do you think you are going to Dedham next Summer? Is the men have all finished Mrs. Hermon's house now? I want to have some red velvet for around my neck and I shall wear it Christmas. Lupton is not a nice boy and he brushes his hair not nicely. I want to have more brilliant bright colored ribbons for my hair. Shall I give some apples and nuts and oranges and figs to my scholars. Alice Houghton and Bell Porter and Emma Whittier because they are very nice girls. It is very cold day and I want to wear my mittens to play. There are a few very small pictures on the walls in this school room. I have three terms now and I shall come home in vacation to see you at Boston. I rode in a carriage with Papa and you to South Dedham very many times and do you think Walter's mother will come to Northampton to see Walter very much? Helen Frances has a curly hair like Josie Ward and I like it very much, and I want to have very small hair brush and small comb and shall I brush her hair very nicely and I will not pull her hair. I think you did not send me a bright colored neck tie. Theresa sends her love to you. Good bye. from your affectionate little daughter,

FANNIE.

IX.

NORTHAMPTON, Jan. 13th 1869.

My Dear Grandmother Bradish.

I shall come home in three weeks or twenty days. Shall you be very glad to see me come presently to see you? Miss Baldwin our nurse has gone home and Miss Elder a new nurse has come over to Mr. Woodward's house. I have grown to be a large girl and I am ten years old. I presume you are smart now. Is your dog dead? I rode in a large sleigh to Hatfield. I saw a great many nests on the trees and many forests and I saw six tobacco houses that men work in Hatfield. I saw many poor people in Northampton and Hatfield. I was looking out of doors and I saw high mountains and perhaps they are called Volcanoes. I saw Rivers and many low houses. Many girls and boys are ignorant and they did not understand. I was very happy to go to Hatfield. and I saw very many things there. Did you ever go to ride in a sleigh? I saw the wolves sleigh robes

to keep the children and teachers very warm. I want you to ask Mrs. Cobb about me and she will be very glad to read your letter. I want to see Emma Ware very much. Did your Grandfather was very glad to get my letter that I wrote it to him? I want to see your house and see Annie who works for you. Is Annie a good woman? I am very sorry that my tooth is ache all the time. Mrs. Cobb is very sorry for me to go to Northampton again. I have not been at home for a long time but the term will be done very soon and the vacation will come and I shall go home. My hair has grown very long and I do not want to cut it off because I like it very much and I want my mother to buy me a net. My mother gave me a box on the other day and I was very glad to get and open it. I have eaten my nice frosted cake and give the children some. I want you to ask Emma Ware about me coming in Feb 2nd and she will be very happy. to see me very much. I must carry my things very soon & then go home. I have not been to New Port R. I and I want to go in Summer or Autumn. I have been a good girl and the teacher praised me very much. Good by from your Affectionate

BELL.

X.

NORTHAMPTON Jan 6th 1868.

My dear cousin Nat

I am going to write you a very long letter. Day before yesterday the the children went to the party and they danced and the little ones did not go because they were too small and they went to bed. I had a nice time there and I ate supper there and I had some biscuits for me to eat for supper and the other children ate some very delicious cakes. The old year is now all gone. I had a diary book and a picture book from my mother and father. I had a tableaux in Mr. Woodards house with the children and the nurse on the New Year day. All the children ate some turkey for New Year dinner.

When the children were at the party the gentleman gave them some candy. I had a delightful time last Christmas and New Year.

I thank you for the marbles that you sent to me for my New Year present and for Christmas in my sock. The snow is very deep here now because it snowed very much on New Year day. I had some skates for my Christmas present, the kind of skates are called rockers, and a boy can learn to skate backward on them. When I go to Cambridge to see you, I want you to teach me how to make a paper house with your small tools that I saw in your house.

My mother said when I go home I shall go to skating with John and Louisa on the pond without snow on it. To-day it is a very pleasant day and the sun is shining very bright. Are you married now and have you whiskers and I have not seen you for a long time and I want you to send me a picture of you. Is Uncle Rufus very well now. Here are about 34 children in school and 4 teachers, and I cannot tell you their names because there are so many children and I would like to have you come to see me very much and if you do not know where I am you can tell the coach man to carry you to the Clarke Institution and you can perhaps see me. My Sister Louisa is coming here today or Thursday and I shall have a very delightful time with her. My mother gave me some very nice paper with a letter

“L” on it and a envelope with another “L” on it, I am going to write you a very long letter because I did not write you one before now, and the other letter that I wrote to you was so black and I will write you a nice letter. The bank near the side walks are very high and they are full of snow and the snow looks that it is one foot high. Some of the boys have made a path for the children to slide down hill on. Before now when I was at home I went to ride in a horse and wagon to the Mount Holyoke with my father and mother and sister and then my fathers horse Jennie got tired and her body was very wet so all got out of the wagon and climbed up the mountain and then there we went to the Mount Holyoke. I would like better to go to the White mountains where you have been because I have not been there. Before now one of my teachers went to South Wilbraham to see my father and mother and she had some very nice presents from me It was a handkerchief box and a picture. The picture represented a peach and my sister Louisa drew it on the paper. I am going in Feb. 4th 1868 and I shall have a very delightful time with my parents. To-day it is not intensely hot like the Torrid Zone and there is some snow on the ground. I have told you to come to Northampton in the letters and why dont you come here. I go to a large school house and there are very many near the side of it and on the back side there is one maple tree, The leaves are not on the trees now because it is in the winter. The snow covers the roofs of the houses and barns and not the chimneys. If I am with you I would like you show me all your toys that you used to play with when you were a boy. Here are 4 deaf mute girls and the teachers have taught them how to talk and now they can talk and they make signs some of all the time with their arms and fingers and I think I would not like to look like them and I am not a deaf mute and I can talk with my mouth. Good by

From your affectionate cousin

WILLIE S. LANGDON.

XI.

NORTHAMPTON Dec 26th 1869

My dear Mother.

Miss Byam said no all the children would not go to school this afternoon because the gentlemen will return to Northampton to see the children. I shall go home to see you five weeks from Tuesday and I believe my sisters will clapp their hands because they will be very delighted. I guess I will go home to see you and I will advance my new lesson. Miss Baldwin has gone home to see father and mother because Miss Spalding was coming to Mr. Snow's house and she took care of the children. A long time ago I was studying about the Esquimaux who live in the Frigid Zone. I shall go to Northampton in March 2th. I believe sometimes I shall understand very much. I guess I will write to Josie a letter because Josie wrote me very numerous letters. I guess you and father and I will go to Boston to buy some candy. I have written numerous letters because I was writing to you. I believe Carrie and Fannie and Josie and I will gather the hard snow to build the snow houses like a Esquimaux house. Mattie's mother come to Northampton very frequently to see Mattie, and her eye is blind, and she can talk very little. Does swing broke now, and I will fasten the rope. Some wolves and fox in Northampton and I saw they digs a hole in the ground, and I believe they sleep in their den in the forests

and they will seek for prey and in the night they will delighted to kill the hens. Last week I review the lesson again about Rollo. You must be prompt to Boston to see me when I shall go home. I believe when the sun comes warm, and the beautiful flowers will grow in the field, and I will cut them and I shall make them in the parlor to look very beautiful. Roscoe made the paper snake and the wind blows it round all the time. I believe you will make delicious cakes and the people eat them in the picnic. Frank Bowers has gone home to see his mother and father because he is a little sick now, when he is better he will return to Northampton again. The small children go out to play with their sleds, and the large children cannot go out to play because they are very large and they study their lesson very much and sometime they will understand very much.

Good by

FROM WALTER.

At the beginning of this present term, three new pupils joined this class:

Walter F. Morse, (10 years old,) a congenital mute, with only one year's previous instruction by articulation.

Alice L. Houghton, (14 years old,) partially deaf from birth; had attended a public school, from which she had received great benefit, having gained considerable knowledge of reading and spelling, and commenced the studies of arithmetic and geography.

She had in spelling ranked well in a class of forty members, always reading the words from her teacher's lips. All communication with her had been through the medium of spoken language, she knowing nothing of signs.

Josephine A. Annan, (18 years old,) lost hearing at two years, retained language but spoke very indistinctly. She had received four year's instruction by signs and manual alphabet.

SINGLE PUPILS.

Roscoe Greene, (20 years old,) lost hearing at seven, but retained speech. During the past year he has completed Tower's Grammar of Composition, Punctuation and Figures in Quackenbos's Rhetoric. In Greenleaf's Common School Arithmetic, he has advanced from Equation of Payments to Geometrical Progression. He has daily exercises in reading and spelling. His teacher reads to him for half an hour each day, a lesson from Warren's Physical Geography, which he afterwards writes from memory, with no reference to the book. He is now reading Quackenbos's History of the United States, and writing abstracts of the same.

XII.

WIND.

What we call wind, is simply the air, which we breath in motion.
The chief cause of this motion is *heat*.

As water is always seeking its own level, even so air is always endeavoring to regain its equilibrium.

Should any be taken from one place, the air *about* that place will rush into the vacancy. Just as when we dip a bucket into a pond, the space occupied by what we remove is immediately filled up again.

But how is this motion imparted to the air?

Since nearly everything, even the diamond, the hardest of all stones, can (through the agency of heat) be reduced to a vaporous state, it is evident that the expansion of air, by the same agent, makes it lighter.

The consequence is it rises, while the colder and heavier air rushes in to fill up the vacancy thus occasioned.

This produces a motion, which is modified and restricted by various important and minor circumstances pertaining to the rotation of, and the character of the surface of the earth.

So long as the supply of heat is steady the rarefaction is likewise and a steady expansion of air produces a uniform current, or wind; the force of which is greater or less according to the intensity of the heat of the body that warms the air over it, and its power of radiating the heat of the sun.

The consequence is we have the steady Trade-winds of the equatorial regions, the Monsoons of the Indian and Western Pacific Oceans and the Variable winds, embracing the Westerly and Northerly currents of air with a host of modifications produced by the character and position of mountains, valleys, lowlands, and plains.

It is owing almost entirely to the rotation of the earth and the disturbing influences of its surface, that the wind does not blow directly north and south.

Of what use are these winds? They are among God's principal agents of purification, beside being an indispensable necessity to the promotion of the interests of man.

Were the air left to itself and no motion imparted to it, it would, like still water, soon become stagnant.

With such air nothing but universal death could succeed the life that now exists.

It is the *motion*, and there is always some, that carries off the impurities thrown into the air from the earth; in much the same way that a running stream carries off whatever is thrown therein.

ROSCOE GREENE.

Jerome H. Plummer, (15 years old,) lost hearing at eight years, but retained speech; entered school October, 1867, to learn to read the lips. During the year he has studied Tower's Grammar of Composition, Greenleaf's Common School Arithmetic, Reading, Spelling, and French. He has completed the translation of a little French Reader, and one hundred and twenty pages in "Le Petit Robinson." His teacher reads to him twenty minutes each day from "Near Home," and afterwards he writes this lesson from memory, with no reference to the book. His progress in lip-reading has been very excellent. He now reads four or five pages from the lips during the twenty minutes.

XIII.

THE SWALLOW.

There are two kinds of Swallows the common barn swallow, and the chimney Swallow. The barn swallow builds his nest under the eaves of the roofs of barns. It is a very curiously constructed nest, and looks like a piece of dark brown paper. The entrance is in the side of it facing the open air. The Chimney swallow builds his nest in chimneys, and makes a great deal of noise in them. Some people can hardly sleep in the night, because they make so much noise. Every morning and evening the swallows are seen skimming all about through the air in search of food, which consists principally of insects. It is amusing to watch their motions now skimming through the air in pursuit of an insect, now wheeling around in great circles, now soaring up in the air, and now skimming along the smooth surface of a lake. They have short beaks and forked tails Their backs are generally of a brown or black color, and they have sharp pointed wings. They migrate south on the approach of Winter and return north in the early part of the Spring. When there are a great number of swallows seen skimming about in the air it is considered as a sign of the approach of rain. The swallows are generally found as far north as Canada, and are also found in England and some of the other European Countries.

On every side.

The forked tail swallows fly.
Now wheeling swiftly round and round.
Now skimming gracefully.
O'er the smooth lake's level brim.
Whilst the traveller stands aghast.
To see so many swallows.
Wheeling round and round him.
Never weary! Never tired!
But, always on the wing.

JEROME H. PLUMMER.

E. T. B. Dudley, a congenital mute, (14 years of age,) had been instructed by the manual alphabet and signs, six months by a private teacher and eighteen months in school. The manual alphabet had been her only means of communication with her parents and play-mates at home.

When she entered our school, Oct. 3d, 1867, she could articulate "Papa" and "Mamma" very well, and three other words very imperfectly. Her progress in articulation and lip-reading during the year has exceeded our most sanguine expectations. Already articulation and lip-reading are her means of communication with her parents and friends; with strangers, too, the same means are increasingly available, and in some cases perfectly so. She delights in her newly developed power, and in being restored to society. A whole evening's conversation with her parents is reluctantly ended.

Last April she began the study of American history, and has completed the "French and Indian War." She recites orally; and then

gives, without reference to the book, a written synopsis in her own words, generally expressing clearly the idea of the historian. From this exercise she is rapidly acquiring a varied and extensive vocabulary.

In arithmetic, she has reached Square Measure in Reduction.

In spelling and defining words she has a daily exercise with the "First Special Class." She, with others in her class, reads each day from her teacher's lips a lesson in "Near Home," which is afterwards written from memory. She also has frequent exercises in reading stories and afterwards writing them in her own language, changing wherever it is possible the words of the author.

XIV.

NORTHAMPTON Jan 13th 1869.

My Dear Cousin Abby

I am glad to find that I have plenty of time to write a letter to you in consequence I desire to do so. Did you enjoy yourself on the holidays? I had a very pleasant time except New Year's Day. I had a pretty good time that day. We had a sleigh ride last week on Wednesday instead of New Year's Day, because it was stormy. Last Christmas I had a beautiful present from dear Papa, & Mamma which was a locket. It contains their hair in the inside of it. Last Christmas evening there was a Christmas Tree. Many presents hung on it, & it looked beautifully. The children seemed greatly surprised to see the tree, & delighted to have presents. After we had seen it enough there was a tableaux to represent some pictures to the persons who were invited to see the tree. Then the presents were taken out of the tree, & given to us. Our teachers had presents also. I had a very nice diary from Miss Rogers, & a very pretty small Parian pitcher which is on the etagere as an ornament from my teacher Miss Byam. A few weeks ago I went to see the Stereopticon almost every night in a week. Many pictures represented many buildings, towers, cities, bridges, ruins, many marble statues, rivers, lakes, tombs, & many other things in some countries of Europe. Some of the buildings were very fine. I saw a picture which represented Saint Peters in Rome Italy which is the largest church in the world. The dome of Saint Peters is large enough to contain four churches like ours in it, and Saint Peters is large enough to cover twenty churches. I think it is very curious. Also I saw the Crystal Palace which was made of glass. There were many fine statues in many rooms of this building. I presume you know that Cousin Arthur used to go there every Saturday afternoon. Some of the pictures represented our town, and some things in the United States which I cannot tell you. My pet Fannie is well & happy. I hope one of my friends or Mamma will take nice care of her while I am away next vacation. My friend lives in a small house where Aunt Leila used to live in King Street. Her name is Ella North, & I like her exceedingly. Next vacation I hope I shall be able to go to Boston to make you a visit. When I go there I should like to take a walk with you around the city every day if possible, & I should like to go, and see the Museum too. I hope I shall go to see Bunker Hill where a battle was fought, because I am going to learn about it in the History pretty soon. I was sorry to hear Aunt Abby, & your brother Henshaw, & Mamma

were not well but I hope they will be restored to health. Please give my love to all. I shall be rejoiced to receive your letter if you answer this. Good Bye.

I am your affectionate cousin.

E. THERESA B DUDLEY

Many errors in the preceding compositions, etc., (numbered from I. to XVI.,) would be instantly corrected by the children if their attention should be directed to the mistake, but in order to show as clearly as possible their use and understanding of language, we have given not the slightest hint, assistance or correction.

HARRIET B. ROGERS.

NORTHAMPTON, Dec. 31, 1868.

ORDER OF THE DAY AT THE CLARKE INSTITUTION.

Rise,	.	.	.	.	.	.	.	.	.	6	A. M.
Learn passages of Scripture,	.	.	.	.	.	.	.	.	.	6½	A. M.
Breakfast,	.	.	.	.	.	.	.	.	.	7	A. M.
School in winter from	.	.	.	.	.	.	.	.	.	8¼ to 11¼	A. M.
On the playground till	.	.	.	.	.	.	.	.	.	12	M.
Dinner,	.	.	.	.	.	.	.	.	.	12	M.
Recreation till	.	.	.	.	.	.	.	.	.	1½	P. M.
School,	.	.	.	.	.	.	.	.	.	1½ to 4½	P. M.
On the playground till	.	.	.	.	.	.	.	.	.	5	P. M.
Supper,	.	.	.	.	.	.	.	.	.	5	P. M.
Study,	.	.	.	.	.	.	.	.	.	6 to 7	P. M.
Devotional exercises,	.	.	.	.	.	.	.	.	.	7¼	P. M.
Work till	.	.	.	.	.	.	.	.	.	8½	P. M.
Retire,	.	.	.	.	.	.	.	.	.	9	P. M.

This order is not for the youngest children, as some of them are in school less than four hours a day, and go to bed between six and seven P. M.

SUNDAYS.

Study one hour in the morning for Sabbath school.

Attend various churches with the teachers and matrons in the A. M.

After dinner walk for an hour.

The different classes have Sabbath school with the teachers in the P. M., using Peet's Scripture Lessons, "Peep of Day," Rufus W. Clark's "Heroes of the Bible," and "Lessons on Religious Duties and Christian Morals."

In the evening two hours are devoted to reading and devotional exercises with the older children.

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are four hundred dollars a year; for tuition alone, one hundred dollars; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness.

The State of Massachusetts appropriates annually funds for the education of its deaf mutes. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the principal for incidental expenses.

Applications and letters for information must be addressed to the "Principal of the Clarke School for Deaf-Mutes, Northampton, Massachusetts," with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.

ABSTRACTS.

S U F F O L K C O U N T Y .

BOSTON.

What we possess of national character, flowing originally from the sense of right, responsibility and reliance, that planted the cross in the wilderness, modified by commingling races that now form a large portion of our population, has been gradually wrought out of these heterogeneous elements, chiefly through the instrumentality of our system of public instruction. If still comparatively in the embryo, it seems susceptible, favored as we are in many respects by Providence, of reaching, as it unfolds, the highest grade in the scale of humanity. In other times and countries, the ballad more than legislation may have shaped the destinies, formed the character of the people, but both must yield the palm here and now to popular education. Thorough cultivation of the capacities, not of a privileged few, but of all, upon the broad basis of religion and morality, to an æsthetic knowledge and love of the material and spiritual universe, refining and invigorating all the noble sentiments and affections, without engendering pride, or lessening either the incentives to usefulness or that yearning for success which compels results, will leave behind us no civilization unsurpassed, recognize no perfectibility in the dreams of the most sanguine which it cannot attain. From the enlightenment it has already shed over the land has proceeded a prosperity without example, institutions the envy of the world; but life to be worth having, should consist in the elevation of our moral nature and social affections, in the active exercise of our mental powers. This is education in its higher sense; not mere accumulation of knowledge, familiarity with phenomena and laws, and training of the faculties alone, but the full development of all the possibilities implanted in our nature by infinite love. This is the education we should seek to

extend to every child of the city. This should be the aim of this board throughout its administration.

How faithfully we are meeting this weight of responsibility is cause for solicitude, subject of dispute. It is urged that our present method unfits for simple pleasures and humble walks, driving away, to our great disadvantage, qualifications for trade and professional life in excess beyond the home demand, while the gap is filled by the less civilized and educated from abroad; that it strains body and mind beyond their strength, giving meat where it should give milk; that it multiplies showy and superficial accomplishments for the indulgence of vanity, fostering a fondness for display and extravagance, but neglects the religious sentiments, moral principles, good manners, habits and tastes; that instead of teaching what is sound and useful, the precious moments of childhood are wasted in mere abstractions, in terms signifying instead of things signified; adding the mind, when in the pulp and gristle, with rules and distinctions of grammar and mathematics beyond its grasp, instead of quickening it by the healthful assimilation of what it is desirable to know.

These complaints, if somewhat exaggerated, have too much foundation. Omnipotence has not made us omniscient or all-wise like Himself, nor could such have been his paternal purpose. He gives the capabilities, it is ours to improve them. Progress, not perfection, is the distinguishing mark of his material creation, of our mortal existence, and onwards its law as of the coursing stars that we ride upon. If our system were not merely excellent but complete, nothing would be left for us to achieve. The retrospect of what has been, compared with what is, inspires us with courage to press on, and the aim, if sufficiently high and kept steadily in view, will be approached, if not reached. The systematizing of our Grammar Schools, classification of the Primary, more thorough supervision of both, our admirable High Schools, and training of competent teachers, discipline based on nobler motives than dread of the rod, lessons made attractive, well selected text-books, object teaching, the introduction into the schools of music, sewing, drawing, vocal and muscular calisthenics, and the ceaseless, if indirect influences brought to bear upon character and deportment, are steps in the right direction. Much, of course, remains for criticism, ridicule or reproach. Many radical changes are to be made, both in the objects and modes of education. More should be done, to impress upon the minds of the young the dignity of labor; to impart manual dexterity with the pen and pencil, that other implements may be handled with skill; to inspire an ambition to be producers, not consumers; to become acquainted with handicrafts and the useful arts, that our community may be supplied with educated labor, and the

admirable men and women our schools are calculated to produce attached to their natal soil. But with the magnitude and complication of the system, the path of improvement must be trodden with caution, reforms be graduated to our means and opportunities, disappointments and occasional mistakes be expected, and never discourage. If writing, reading, and arithmetic, physical geography, history, its causes, effects and retributions, together with the moral law and good manners, are taught to all the youth of Boston, with promise of more in the future, we have much reason for satisfaction and gratitude, though not any for self-conceit and complacency.

There is no royal road to learning, nothing worth having is to be had without effort, but these efforts may be directed aright, and, instead of being irksome, be made agreeable. The remark of Bacon, quoted by one of our predecessors, that if instruction in grammar and arithmetic was made as pleasant as how to shoot with the bow, or handle the plough, boys would take to them as kindly, has perhaps already had its effect. Affection and a sense of decorum preserve order; weariness is prevented by diversity of studies, frequent changes of position, reasonable recreation; music and physical exercises relieve the strain, and the acquisition of knowledge is made attractive. Every task, its uses and connections being indicated, becomes intelligible, the puzzles of the dull are explained away by simple and apt illustration, and the temper kept equal and calm, not fretted or fevered.

Great difference exists in the capacities of children, as of adults. Some of them, from sluggish temperament or organic defect, develop slowly—a disadvantage often reversed at riper years. The adaptation of more suitable methods, stronger incentives, considerate forbearance and aid till the obstacles in the way are surmounted, save many of the less quick and intelligent from humiliating comparisons. Such comparisons are not, of course, to be altogether avoided; nor is it to be wished that they should. Considerate thoughtfulness on the part of the teacher will render them not a discouragement, but a stimulus to effort.

No problem, indeed, connected with the training of youth is more complicated than this right education of motive. As we observe in the world the objects for which our fellow beings are striving, and introspection reveals the secret impulses that are at work within our own breasts, we recognize divine handiwork in these manifold incentives, implanted manifestly by design, and for a useful purpose. Vanity, ambition, love of praise, pursuit of gratification in other forms equally alluring, dread of shame or pain, if in excess ignoble, in moderation are efficient causes of much good. As they cannot be

eradicated, are to attend us through life, as without their aid life would be aimless and disappointing, it is the part of wisdom to accept human nature as it is, and turn even its weaknesses to account.

Excellence is a middle point between extremes; a wise moderation, which should be especially exemplified in dealing with the young. It would be the height of impolicy to attempt to discard from education its most potential instrumentality—that of competition. But it should be kept within reasonable bounds. Desire to excel, sensitiveness at inferiority, should be chastened into obligation of duty, unwillingness to disappoint expectation. Substantial results, general estimation, are graduated by merit won by exertion, both at school and afterwards; and early discipline will be the best of preparation for success or disappointment, in whatever sphere competition is to be encountered. As children must realize their defects in order to overcome them, these should not be kept out of sight. Some deserve commendation on one point, others on another; and if superiority is never vainglorious or overbearing, or emulation ungenerous, rank in scholarship as well as in conduct is a help and a spur, with which, now that corporal punishment is going out of favor and use, we cannot afford to dispense.

One practice in the schools, however, has been observed with regret. The distribution of pupils at their desks, according to proficiency is, on many accounts, objectionable. Its tendency is to foster pride in the clever, to discourage exertion in the diffident, and the mortification of being conspicuously placed as stupid, is apt to make that stupidity incurable. Whatever lessens self-respect, breaks down the spirit; it renders needlessly miserable, and often ends in parents' removing from school the child that most needs its benefits. Akin to this, is a practice, only too common with teachers, in selecting, when their rooms are visited by their committees or strangers from abroad, a few of the brightest scholars for display.

At the close of the last year, the masters, who had previously devoted their attention almost exclusively to the upper classes of the Grammar Schools, with a very general supervision of the rest, were required to assume the superintendence of all the classes, Grammar and Primary, throughout their districts, under the direction of their respective committees. The masters, gentlemen of high culture, and selected with reference to their ability, not merely to instruct but to govern, had, in teaching a single class, no field of duty commensurate with their qualifications; nor did the public receive an equivalent proportionate to the liberal salaries that were paid them. Moreover, the instruction and supervision were so divided between the masters, teachers and committees, that the want was often felt of some more methodical arrangement that would bring the whole system of schools

in each district under one responsible head. It was not proposed to relieve the masters of all participation in the instruction of the classes,—it was understood that the graduating class should enjoy as heretofore the advantage of his special care,—but merely of so much of it as to admit of his having a thorough knowledge and supervision of the whole.

It is understood that the masters, without exception, retain the special charge of their first classes; some of them throughout the school sessions, others during the morning. In some of the districts, their superintendence is confined to receiving reports from their subordinates, visiting the rooms at intervals, or whenever imperative reasons compel attendance to restore order when disturbed, to administer reproof or punishment. Others are endeavoring, with the aid of their committees, to frame regulations for instruction and discipline not repugnant to the rules of the board, so that they may be constantly and thoroughly informed of whatever is taking place in the different rooms, be familiar with the mode in which the teachers perform their duty, become acquainted with the character and capacity of each pupil by personal examination in his studies. The last is of course beyond their power now, but it seems reasonable to believe some plan may be devised to render what seems impossible not only practicable but easy.

What the French call the "*petite morale*," or the rules that should govern social intercourse, is much neglected in our American schools, but forms an essential part of all good education in Europe. The principles of conversation, which is not so much a gift as a fine art as it has been happily termed, are little understood, and though conversation to be entertaining and effective must be spontaneous and unshackled, it still has its laws, which as a second nature controlling the interchange of thought add much to its enjoyment. These rules extended would form more exact habits of mind, and be invaluable to all who have points to carry by argument either in public debate or in ordinary occupations. To write a good letter is an important acquirement for all classes and conditions, and no graduate of the Normal School but could give to the upper classes of the Grammar Schools hints that would prove of infinite use for business purposes or friendly intercourse. The simple rules of style and composition which are gradually impressed upon the mind by reading, if presented at a later stage as a whole in a text-book, would be much more apt to be remembered. Without burthening the mind beyond its power of comprehension, a general view of literature would be of service, with directions for their future reading; and some knowledge of government in the various forms in which it exists or has existed, is of

primary importance to young men who should learn to appreciate by contrast the value of our own free institutions. The habit of committing to memory is more cultivated abroad than with us; it not only strengthens the faculty, but supplies the mind with correct models of thought and composition, and is an unfailing source of comfort and relief in solitude, sickness or distress. A few lines of good poetry, a proverb or fable, some pregnant passage from orator or moralist, daily added to a treasure-house that can never be filled, would in time make an aggregate of priceless worth.

Knowledge of more service than grammar or arithmetic is that practical philosophy which conduces to happiness. If not, in its usual acceptation, our being's only end and aim, it is still an object of rational pursuit, and it is well to learn early how far it is within our control. It was, of course, never designed to be uninterrupted, and character, to be strong or noble, must be tempered by tribulation. But sensitive childhood has trials enough for this purpose, and more should rather be avoided than sought. The scale of human felicity at best is not fixed very high, and within its limits are various gradations, from differences of temperament, organization, and other heirlooms commingled in the blood. There are still certain simple rules and principles, applicable to all, which greatly increase its aggregate, and should never be lost sight of in dealing with the young. Habitual cheerfulness, amiability, graceful submission, disarming of their annoyance events that are disagreeable, may be cultivated, and go far in themselves to constitute happiness. These depend, too, in a large measure, upon the bodily ease and comfort proceeding from moderation in diet, neatness in person and dress, prudence as regards exposure, regularity in exercise and sleep. Children should be persuaded to seek their gratifications, not in the indulgence of their animal nature, but in the mind; in sensibility to what is admirable in character, design, or adaptation; in the respect and affection of their companions and older associates, not to be won by direction, but desert. They should be taught to rely upon their own resources, improve the moments as they pass, take pleasure in whatever occupies their attention, delight in their studies and pursuits.

Carlyle, whose common sense is as remarkable as the uncommon way in which he generally expresses it, says: "That for many years it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least, as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation I cannot answer as things are. Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens which

are always overhead, and which I don't half know to this day? I love to prophecy that there will come a time, when not in Edinburgh only but in all Scottish and European lands and colleges, the school-master will be strictly required to possess these two capabilities (neither Greek nor Latin more strict), and that no ingenious little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look at them as across gated fences all his life."

This complaint coincides with the opinions of the most intelligent writers on education at home and abroad, who agree that while grammar and arithmetic are all important in moderation, they generally occupy too large a portion of the precious period of childhood, especially in its early stages, to the exclusion of other branches better adapted to their degree of development. They recommend the substitution of natural sciences, and the study of objects of observation, in the place of all but the more simple rules and principles of grammar and mathematics, the higher branches of which can be learned to better advantage when the mind is more matured. They contend that the existing plan was adopted before the great modern discoveries in science had been sufficiently perfected for school purposes, and though once the best mode that was attainable for training the faculties, is not so now. A quarter of a century ago in Prussia, then more advanced than any other country in its ideas on education, our present system prevailed and it is said that the innovations above suggested having been there recently put to the test of experiment, have been abandoned. It is certainly wiser to profit by the failures of others than our own; but circumstances so greatly affect results, that we should not be too ready to accept as final either side of the controversy.

The reforms recommended are advocated by a formidable array of authority, supported by arguments of extraordinary pungency. Correct conclusions with regard to them are of such vital consequences to the best interests of society, that it is incumbent on this board to consider them with care. It cannot be denied that the preponderance of argument is greatly in favor of change, but not too radical. Our system has grown up slowly and steadily to its present dimensions. Its methods have been devised by able minds, and adopted after mature deliberation; and innovations, however seemingly meritorious, should not be attempted before they have won their way to the approbation of both board and teachers. It may be asserted with confidence that the subject is receiving the attention it richly deserves, from the superintendent and the members. The animated discussion it has elicited throughout the country cannot fail to keep

alive a spirit of inquiry. And the pride they naturally take in the excellence of the system they help to administer, their sense of obligation to the community that confides to them such responsible trusts, must impel them to make known without reserve, or prejudice in favor of what has long been established, the results of their observation and experience.

If, as seems reasonable to anticipate, they come to the conclusion, that the objections to established methods have weight, and ought to prevail, the modifications proposed should be introduced without essentially disturbing the existing arrangements. The simple rudiments of grammar and arithmetic, geography and history still remaining as the principal branches, the text-books unchanged or as new editions are demanded only slightly altered, the object in view might be accomplished by such instruction under the direction of the masters and committees, not only as now proposed for the study of natural philosophy and physiology by the fourteenth section of the eleventh chapter of the Regulations for the first grammar class, but throughout the primary and grammar classes according to their degrees of intelligence. Of the whole number of pupils passing through the schools, few reach the first grammar classes, and for the largest portion of those that do, it might be asserted without fear of contradiction, that nine-tenths of the children derive no advantage whatsoever from the instruction given in these branches, and yet in the occupations they are to pursue, it would be of inestimable benefit, of vastly greater, indeed, to them, from the practical nature of their employments, than to those who take their diplomas.

The solar and stellar system, its distances and rotations; the earth, its form and structure, the weather and tides, air and water, steam and ice; gravitation, electricity, magnetism; the animal and vegetable kingdoms; the laws of physics, in the lever, inclined plane and pulley; of the use in language in composition, conversation and debate; of morals, taste, government, political and social economy; of the mental operations, simple syllogisms, moral and mathematical demonstration, induction and synthesis, stripped of technical terms, and presented in simple language, would be, if not as comprehensible at twelve as at twenty, as much so as many of the rules of grammar and arithmetic now taught. These branches are now embraced in the High School course, and there carried far beyond what would be reasonable for younger minds; but intelligent teachers from the Normals could easily select from their own funds of knowledge much that would be fitted for their respective classes; or what would be more judicious, the board or its committee might distribute these subjects for each

nstructor over the school period, so that every pupil should have the opportunity of becoming familiar with them.

From books and play, observation and experience, much information on all these subjects is derived; but it is too apt to be vague and fragmentary, blended with error, tending to mislead. It is especially desirable that when the curiosity is aroused and the intelligence keen to apprehend, correct and methodical notions should be conveyed. The ideas and principles received and stored in the memory will be continually brought into consciousness by surrounding objects, and their practical meaning forcibly exhibited in the new forms and combinations in which they are presented. Once rooted in the mind they will, as is the rule with all our acquisitions of knowledge, grow and fructify with the physical development. If at maturity opportunities offer for further improvement by attendance upon lectures or reading, what is known will prove a stimulus to fresh attainments. Should occupations engross and leave no leisure for study, their stock of ideas will still furnish an inexhaustible fund for enjoyment, thought and conversation. Material ever at hand will be supplied for the exercise and invigoration of the reasoning powers. Veneration will be inspired for the Creator, from whose wisdom and love have proceeded so many marvels; and whatever the objects or employments of life, it will add greatly to competency and chances of success.

It is a prevailing fallacy that because a little learning is often dangerous, it is better to have none at all. This may be true of erroneous impressions seizing fast hold of the mind, fostering presumption, plunging their victim, like the foolhardy skater on ice too thin to bear him, into inextricable depths. But it has no application to that kind of acquaintance with common things, which well informed persons possess and find exceedingly useful. This common sense is philosophy or science put to practical purpose, and so long as what is known at all is known with accuracy and precision, if we cannot have more we better have little. What is now understood by every child was not many years ago a secret from the wisest; and the modern luminaries of science wait but in the outer courts of its temple, to pick pebbles from its shore. If a fortunate few, who are permitted the highest culture of the period, may follow in their footsteps, solving new mysteries and searching out reasons and remoter causes, the rest must be content to acquire at school a knowledge of the facts and principles they establish, or find the want of such knowledge a perpetual stumbling-block in their path, a fruitful source of perplexity and often of delusion.

It would be a fatal and obvious error to substitute natural science or general information in the place and to the exclusion of the

elementary rudiments. To accustom the mind early to rule and method should be kept ever steadfastly in view, as the primordial principle of all good education; and no studies serve better for this purpose than grammar and arithmetic. Habits of exactitude, precise ideas, are the best groundwork for farther attainment. Good penmanship, quickness at figures, to read and spell accurately, to express the thoughts with fluency and propriety, are not only of intrinsic but paramount importance, and cannot be acquired without mental discipline, the best preparation for the acquisition of knowledge. But they are not merely an end, but the means, and time should be found for farther advancement during the ten years passed in our Public Schools in both. By happily combining them the twofold object of education, the training of the faculties and acquisition of knowledge, will be reciprocally promoted, and, while no accomplishment useful for the purposes of busy life will have been neglected, the amount of valuable information carried from the schools will be greatly augmented.

In advocating a more liberal infusion of physical and natural science into our Common School course, we would not be misunderstood. We have little sympathy with the iconoclastic spirit of the age, that denounces all classical learning. For students preparing for college or professional life, it is indispensable, not because it is customary or prescribed, but likewise for its intrinsic merits. Wherever health, capacity and condition admit of high culture, scholastic studies are agencies potential for giving command of language, refining the faculties and invigorating the mental powers. Instances are frequent and familiar within our own experience, where modern languages and their literature, history and philosophy have not been found incompatible, even at an early age, with a competent knowledge of the master pieces of antiquity. In one, Greek, Latin, French, Spanish and Italian, and, if rightly remembered, also German, were pursued by a boy of thirteen, at the same time with the usual English branches. Our Latin School has produced many eminent celebrities, whose distinction in political and professional life was no doubt the consequence of their native genius, but whose classical training brought this into play, and added lustre to their intellectual achievements.

But it is not to be denied that precious time is needlessly wasted by commencing upon such studies prematurely. Postponed to a later stage, when the intellect has been expanded and strengthened by its natural development, and by acquaintance with the physical world, the progress would be more rapid, both method and aim better understood. Nothing is more painful to contemplate than youthful minds

that should be full of happiness and intelligence, wearily plodding over lessons from which they revolt, and which are of no practical service. It is moreover believed that attention is paid to mere structure that should be given to substance and sense. If the former is the essential object, the pursuit cannot too soon be abandoned. Grammatical precision, although desirable, by no means fills the proportions of genuine and generous scholarship. However exquisite the rhythm or majestic the flow, apt in their expression, or delicate shades of meaning, it is not for these the classics should be studied. Our modern languages have been derived, in a great degree, from Greek and Latin. Our authorities in almost every branch of learning are inaccessible, scientific nomenclature in the most familiar sciences but partially intelligible to such as have not studied them. No better mode can be devised for enlarging the vocabulary, fixing in the mind correct definition, suggesting ideas or exercising the judgment, than translating from them or from some of the modern languages into English.

But these are their secondary claims as branches of liberal education. Greece and Rome attained the first great intellectual development of the race. For twenty centuries, its golden threads have been interweaving with whatever has been since pre-eminent, and our modern civilization derives from them its form and pressure. The mind that with steady poise, soaring above narrow views and popular delusions, embraces within its scope both eras, and can trace and scan the tangled paths between of human error or advance, has reached a culture than which thoroughness in no other field of effort can better reward the labor of attainment.

No subject connected with education has attracted more public attention the past year than corporal punishment. Instances, in which it had been inflicted with extreme severity, or under circumstances unusually objectionable, provoked discussion in the daily journals, led to indignant remonstrance in separate publications. The governor, in his inaugural, urged its prohibition by law, and a proposition to relinquish the practice in Boston, after debate in the board, was referred to its committee on rules and regulations. Their report, believed to represent the opinion of a large majority of the committee, and also of the masters and teachers, recommended that the rod be retained, not simply as an emblem of authority, as the sword in the court-room, but as a last resort, where other means fail. This report being accepted, settles, for the present, all doubt as to what is the established policy here, and sets forth the mode and measure in which discipline, when imperative shall be administered.

The controversy has already had the effect to reduce the number of

cases reported from the districts, and now that it is understood that teachers, who keep their temper and do not exceed the bounds of moderation, will be sustained, they are less likely to occur. They were formerly so constant, that it was made the rule to state the number in the quarterly reports. This has been discontinued, as it has in a great measure, effected its purpose, but every precaution should be taken to prevent abuse. The board represents both the public and the parent, and is under solemn obligation to protect the pupils, afford redress when they have been aggrieved. Its condign displeasure should be visited upon any teacher, who without sufficient justification, subjects them to bodily harm; and, in aggravated cases, such teacher should, after opportunity for vindication, be discharged. It is the duty of the masters to keep themselves informed of all cases in their districts, and report them at stated times to their committees. Every facility should be afforded to parents to complain; their complaints should be listened to with respect, and when ascertained to be well grounded, due reparation should be made.

Moral influences are sufficient for the most part with the older girls, and in the High Schools. Occasional chastisement in the other classes can hardly be avoided. Much depends upon the disposition and temper of the teachers, many of whom, by inspiring affection and by their dignity of character and manner, gain such an ascendancy over their pupils, that disobedience, rudeness, or other impropriety rarely occurs. Others, from a capricious or pugnacious spirit, keep the children in a state of perpetual irritability, finding vent in some prohibited act, which compels correction.

Order and quiet must be preserved. Fifty well-conducted pupils, intent on their tasks, ought not to be disturbed by one who is fractious, and chooses to do as he likes. If he is not able to appreciate the privileges of a good education, he is bound to respect the rights of his more intelligent schoolmates. He can neither be permitted to interrupt their lessons by whispering or restlessness, nor set them a bad example by the indulgence of a froward and obstinate temper. Much better for him to bear the momentary smart of the ferule, than his hand should tingle and burn, than evil propensities, pernicious alike to himself and society, should go unchecked. It would be a mistaken tenderness to spare him a little pain in his youth, and thereby expose him to both suffering and disgrace when he reached maturity.

And what is the alternative. Confinement and solitary meditation would often serve as a substitute, but to these objections more or less valid are made. Suspension would subject the delinquent to a compulsory education at the reformatory at Deer Island, or to the hapless

lot of growing up in ignorance and idleness, a vagrant in the streets. Without that degree of training furnished in the schools, he would be unfitted for the more reputable occupations, and a bad subject, a useless citizen, a dead weight upon society, obtain a precarious livelihood by fraud and covin, preying on the honest, intelligent and industrious. It is recognized by law in Massachusetts, that free institutions—our greatest blessing, for on that all others depend—are only practicable where education is general. Parents are required to send their children to school. This may seem an unreasonable encroachment on the reserved rights of the individual, but if the preservation of our political system depends upon it, not more so than to be assessed for the taxes or included in the draft. Suspension of children, when disorderly, is not, therefore, the remedy, unless other special schools, under more rigorous discipline, are provided in the different districts for such as are not amenable to kindness and are wholly incorrigible in any other way. The self-willed and wrong-headed, under masters selected as disciplinarians, would be compelled to succumb; and instead of growing up to become a scourge to themselves and their neighbors, they would often prove, in after life, the strength and honor of the community.

If civil society cannot be carried on among grown people without laws and penalties for their violation, this is not to be expected of the schools. Social laws are to preserve the public tranquillity, protect property and private right, and their object is the general welfare, not personal amendment. They rarely discriminate between what is intrinsically wrong and what is prohibited, although implicit obedience to laws that are just and reasonable is also of moral obligation. Punishment for infraction of law, is not vindictive to satisfy justice, only indirectly benevolent to reform the criminal; its main end and object is to deter, by fear of consequences, and by example.

It is not so in the schools. Discipline has a double object, to maintain order and cultivate the moral nature. If this government is somewhat despotic and military in its character, its decisions prompt and without appeal, and its measures summary, its actuating principle is affection the most parental. Its instrumentalities and methods, however seemingly harsh, are dictated by love. It has pleased Providence to constitute good and evil, right and wrong, rewards and punishments, essential conditions of human life. The moral law, invariable as the laws of Kepler, has not only been revealed to us on Sinai, but is inborn in human nature,—in all our members written. To love our neighbor as ourselves is one branch of the law and the prophets; and the other is like unto it, to love God with all our heart and soul and mind, and this love and implicit submission to his will are brought

about by discipline. Transgression is followed by suffering, not because divine displeasure has been provoked, but that the moral nature may grow in grace and be better developed. The young early recognize the moral distinctions, conscience leads them by the hand, fends off perils that assail, but the reasons of many things are obscure and need elucidation either by precept or pain.

The will yields to preponderating motives, inclines to what meets its yearning for happiness, turns away from what is disagreeable. Its selection between the daily alternatives presented, of what is pleasant but wrong, virtuous and self-denying, depends upon the ascendancy of habits good or bad, and it is easy to appreciate the responsibilities that rest upon preceptors at this critical stage, in the formation of character. If the right direction cannot be given by counsel and caution, kindness and patient care, the heedlessness of childhood must sometimes be compelled to associate the ideas of fault with punishment, of vice and folly with disgrace. The disgrace is in the fault and not in the penalty, and the fault itself is to be considered and treated as the symptom of a morbid condition to be cured, an unnatural excrescence for the knife of the surgeon. When the penalty is paid and the object accomplished, there should be a full acquittance, and both fault and disgrace be at an end.

But it is only after all other means have been resorted to in vain, that recourse should be had to the rod; never because the child is dull at his books. This generally proceeds from physical causes—ill-health, perhaps, to be cured. Nor should a first offence be often visited with severity unless advantage is taken of supposed impunity. In degree it should never be excessive, and never on any other place than the hand; and if the child will not, with due submission, take one blow or more if needed from the teacher, he should take double the number from the master when summoned in aid. It is to be hoped that the law of love will finally prevail, and corporal punishment be no longer remembered except as an antiquated barbarism. But that time has not yet come; and as long as human nature at maturity requires correction, or among nations the *ultima ratio* is war, the rod will continue the ultimate argument in the schools.

Less attention is believed to be paid than it deserves to the training of the imagination. A large portion of our intellectual enjoyment in life proceeds from the exercise of this faculty. Wit, humor, fancy, poetry and romance, afford us our rarest delights; and the love of the marvellous and supernatural is too firmly fixed in our nature to be overlooked in education, without disadvantage. Childhood derives some of its earliest and most durable impressions from story books, which, suited to its several periods, abound, in great variety and

excellence, in our language. It may be safely asserted that no literature surpasses our own in this field. It would be superfluous to urge children to partake of what is often already too great a temptation. Even the most solemn injunction to abstain only whets the appetite for indulgence. They will read; and it is better to regulate and turn to good account, than by opposition aggravate a natural taste into a passion, or into an unhealthy craving.

We would not, were it possible, deprive children of what constitutes their principal in-door amusement, and serves, besides, a useful purpose in forming habits of attention and conception, sharpening and strengthening other powers. Good policy should rather refine and direct, than prohibit or repress.

Fable and allegory, native and spontaneous products of the human intellect, are particularly congenial to its early stages, alike in the race and individual. The wisdom they convey is the more palatable that it comes disguised. In searching out their hidden meaning or analogies, the mind finds pastime and healthy exercise. But the young should be early taught to discriminate between fact and fiction, to recognize their bounds. Phantoms ought not to be mistaken for realities; and faith in what is repugnant to established truth should be nipped in the bud. For children of a larger growth, by cultivating an appreciation of works of genius, and most approved models in prose and verse, distaste may be created for the fascinating, but time-wasting and most pernicious publications of the sensational school which form the lower empire of romantic literature. These productions should never be mentioned, but to be denounced, in our schools. Teachers should bear in mind the perils with which they menace the intellectual progress, and administer suitable antidotes to counteract their poison.

The stability and permanence of constitutional and representative institutions depend upon the virtue and intelligence of the people, and all reasonable opportunities are improved in the schools that they may be understood, and estimated at their true value. Except the Swiss republic and our own, no others of any consequence exist. Greeks and Romans, at the culminating point of their civilization, enjoyed, for a time, an approximation to liberty. This soon crumbled away, yielding to the prevalence of vice and corruption. Occasionally since, as in Italy or Holland, the people have had the control of their political affairs for a few generations. Thus far in human experience, however, monarchies or despotisms have proved the only enduring governments. Hope has been indulged that Americans were sufficiently sensible longer to retain their freedom, apparently established by their ancestors on firmer foundations; yet it was never expected to

be of any value or durability, unless political knowledge were widely diffused among all classes and conditions. Conflicts of interest, personal ambition, sectional and sectarian animosities that in other lands and ages have consolidated power in the hands of the few, are constantly at work here to undermine and subvert; and our only safety is in teaching the young what liberty and self-government really signify, that when they assume the duties of citizenship, they may not be misled, or defrauded of their birthright by designing politicians.

The Constitutions, State and Federal, the Farewell Address of Washington, should be in every Grammar school-room, and often referred to and made subject of discourse. Teachers should impress on the minds of their pupils the distinction between our own political system and that of other countries; the distribution of power between the State and National governments; the importance of maintaining inviolate the bounds between the executive, judicial and legislative functions; the inalienable rights of individuals which should never be invaded or encroached upon, but protected by law. Other important truths should be inculcated upon all sufficiently mature to comprehend them; that ours is a government of laws, not of men; that the best government is ineffective for its purpose, if not faithfully and judiciously administered; that political liberty consists not in license, but in restraints upon interference with the rights of other men. Respect is to be cherished for constitutional checks, for justice as the basis of all legislation, for civil authority, to which the military should be kept duly subordinate. Patriotism and love of our native land are natural sentiments, requiring little cultivation; but political ethics, public virtue as a principle, loyalty to political convictions, whatever the cost or unpopularity, abhorrence of bribery and corruption, detestation of demagogues who seek their own ends at the expense of the public, are essential branches of education in a free country that would preserve its liberty.

The tendency, noticeable under free institutions, of the voters to divide nearly equally on either side of political questions, should chasten pride of opinion, party asperity and bias. Power is apt to corrupt and render domineering, and no party long deserves or retains its supremacy. We have read with regret of instances where our teachers have taken occasion to express their political preferences in a way to give offence. This should be strictly interdicted and avoided. Parents differ in their political persuasions as in their religious sentiments, and teachers, however earnest may be their own convictions, should scrupulously refrain from what can create disquietude or wound the most sensitive.

Much happiness is necessarily wasted from social evils, that fill asy-

lums and attics with the wretched and forlorn, growing out of mistakes and erroneous notions too often originating at school, which, if the young could anticipate the wisdom of experience, would in a great measure be avoided. Undue importance is attached to wealth, its pomps and vanities, too little to culture, character, home duties and pleasures. All children are brought up for a sphere few are destined to reach, and the rest, without relish for what is better worth and within their control, hope on against hope for a season, then subside into a joyless existence.

Could they be early persuaded that happiness depends little on condition, much on well regulated disposition and character, moderate desires, conformity to laws of nature and behests of Providence, their intellectual, moral and physical nature, no blight interposing, would ripen into a maturity assuring every desirable blessing. When the worth of a single human life is measured throughout its harmonious development by the most favored examples, the young can have no more sacred obligation than to perfect the living temples committed to their keeping, that such examples may be the rule and not the exception.

It is not particularly profitable to theorize on what cannot be controlled. Man is not left to his own devices. Social arrangements affecting human destiny and probation are less the result of fortuitous circumstances or inherent growth, than of design, original and continuing beyond the reach of speculation. But even Providence acts through law. Self-government, political equality as existing in our favored land, is a permitted step towards a more perfect state of society. Education, on which it rests, tends to equalize conditions and saps the barriers that separate classes. If wisely directed, it chastens the greed and idolatry for position and affluence, cherishes in their stead respect for character and homage for virtue, refining and elevating the standards of opinion, promoting the general happiness. Platonic republics, utopian commonwealths, are pleasant dreams, but not practicable realities. Agrarianism in one corner of the globe, is a political fallacy. Social freedom will always be eclectic. Progress in art and civilization requires work, the laborer is worthy of his hire, but cannot by law increase his wages. The experience of ten-score generations since the fall, has established incontrovertible aphorisms, and the guardians of public instruction in seeking to aid without presumption or unseemly haste the ends ordained, are bound to respect them.

What this means in simple language is that they should cautiously avoid, in their selection of books and studies, whatever common sense tells them will foster sentiments or tastes lessening the zest for what

is attainable, desires or longings not likely to be gratified. That such influences are too often brought to bear upon the pupils in the public schools is not to be denied. The supreme object of desire held out as an incentive to stimulate effort, is that the boy shall win a crown of thorns in the White House at Washington; the girl, that she shall be raised above the blessed necessity of exertion to a sphere of fashion and frivolity. This leprous distilment proceeds from the best of motives, but its tendency is to generate the worst. If the aim were worth pursuing, such ideas would not facilitate attainment; but they lower the standard of character, and can only pave the way to disappointment.

Education is no longer to consist in rules of grammar, facility in numbers, or elegant penmanship, in historical names and dates, or the boundaries of nations. It must embrace, to be complete, a competent knowledge of the world we inhabit, the world of mind, and what is vaster and more vital than either, the moral universe. The faculties are to be developed, logical methods of thought induced, principles, habits and sentiments formed and fixed, which will ennoble the character and insure a future useful, virtuous and happy. It does not end when the pupil leaves behind him the threshold of the schools. Youth duly improved is but the vestibule to an intellectual maturity, preparation for its duties and engagements. Whoever will accept the inestimable privileges extended in our Public Schools to all, without stint or price, will find knowledge more precious than rubies, and an abundant source of every blessing that can be compassed within the span of mortal life. Solomon prayed not for riches, pleasure or power, but for wisdom, and all the rest were added unto him.

School Committee.—THOMAS C. AMORY, WARREN H. CUDWORTH, WILLIAM A. BLENKINSOP, CHARLES C. SHACKFORD, EDWIN B. WEBB, CHARLES L. FLINT, ALVAN SIMONDS.

The Past.—As the period of ten years has passed since my first report was submitted to the Board, it seems a fitting time to present a brief summary of the changes which our system of public instruction has undergone during the decade now closed.

The following statistical comparison, drawn from the official returns for the school year 1855-6, and the year 1865-6, affords gratifying proof of the growth and prosperity of the system:—

	1855-6.	1865-6.	Increase.
Population of the city,	160,508	192,354	31,846
Children between 5 and 15,	29,093	34,902	5,809
Average number belonging to school,	23,768	27,723	3,955
Average daily attendance,	20,768	25,809	5,041
Per cent. of daily attendance,	85.0	93.0	8.0
Ratio of daily attendance to school population,	69.10	73.94	4.84
Teachers employed,	436	612	176
Teachers,—			
High Schools,	17	33	16
Grammar Schools,	214	322	108
Primary Schools,	205	257	52
Pupils belonging,—			
High Schools,	518	776	258
Grammar Schools,	10,675	14,394	3,719
Primary Schools,	12,585	12,533	Dec. 32

The increase of the per cent. of daily attendance is an item of special interest, as showing decided progress in an important particular; while the increase in the ratio of daily attendance to the school population, (the number of children in the city between five and fifteen years of age,) proves that the Public Schools have more than held their own against the attractions of private tuition schools on the one hand, and against sectarian free schools on the other. It will be seen, also, that the per cent. of the increase of pupils belonging to the higher grades of schools, is greater than that of the pupils belonging to the lower grades. The increase, taking all the grades together, is sixteen per cent.; but the increase of the High Schools has been fifty per cent., and that of the Grammar Schools thirty-four per cent.; while there has been no increase in the number of pupils attending the Primary Schools. This relatively greater increase in the upper grades of our schools, is an interesting fact. The Primary Schools lose in number probably two thousand pupils, in consequence of the regulation, adopted about five years ago, excluding pupils under five years of age; but with this number added to the present number in the Primary Schools, the sum would still be two thousand *less* than the number in the Grammar Schools; whereas ten years ago these schools contained two thousand *more* pupils than the Grammar Schools. If I were undertaking to prove that the management of the Primary Schools has been improving, this fact would be one of the first I should present; for the main reason why the Primary Schools have relatively so much diminished in numbers, is that the pupils have been more expeditiously fitted for promotion than was the case under the unclassified system. It has been found that, by skilful teaching,

avored by judicious arrangements, pupils can be easily fitted for the Grammar Schools in three years. And this is probably not far from the average time now occupied in completing the Primary course, whereas formerly, not less than four years were required for accomplishing the same result. If these estimates are correct, we have as the result of the present improved system of management a saving of one year's time to the school life of each pupil, and a saving of twenty-five per cent. in the cost of the primary instruction of each pupil.

Very extensive improvements have been made in our school accommodations. Seventeen costly brick edifices have been erected. Of these, eight are first class Grammar School-houses, with an aggregate of 6,384 seats, namely, the Everett, the Franklin, the Lincoln, the Phillips, the Eliot, the Quincy, (rebuilt,) the Bowditch and the Prescott. The Primary buildings which have been erected are the Dawes, the May, the Ware, the Wait, the Baldwin, the Cove Street, the Emerson, the Savage and the Richmond Street,—with seats for 3,416 pupils.

Besides these, ten buildings have been remodelled or enlarged, so as to afford additional seats for about 3,000 pupils, namely, the High School buildings in Bedford and Mason Streets, the Brimmer, the Somerset Street, the Rice, the Ticknor, the Tuckerman, the Hawes, the Simonds and the Sharp.

Ten years ago only one of the Primary School buildings was furnished with desks for pupils, all the rest of the seatings consisting of arm-chairs. Now every Primary School-room is provided with single desks and chairs, in all amounting to 14,500.

Several of the school-lots have been enlarged at considerable expense.

The whole expenditure for school accommodations during the past ten years has amounted to upwards of one million and three hundred thousand dollars.

The increase in the current expenses of the schools, as exhibited in the following statement, affords satisfactory evidence that our tax-paying citizens are capable of appreciating the importance of making liberal provision for the support of free schools of every grade.

	1855-6.	1865-6.	Increase.
High and Grammar Schools,—			
Salaries,	\$147,338 54	\$262,545 26	\$115,206 72
Incidentals,	42,603 97	114,722 83	72,118 86
Primary Schools,—			
Salaries,	77,270 16	140,755 56	63,485 40
Incidentals,	25,245 99	57,797 93	32,551 94
Totals,	\$292,458 66	\$575,821 58	\$283,362 92

Having thus presented some of the items of statistical information which illustrate the growth and progress of our system, I proceed to notice very briefly some of the principal improvements in its arrangements and management.

The Primary Schools have been thoroughly classified. Ten years ago nearly every teacher had six classes to teach; now the greater number of teachers have only one class to teach, while very few have more than two. By this change the effective power of the teachers for instruction has been more than doubled. Besides, it opened the way for the preparation and adoption of a more complete programme of studies for the several classes, defining with distinctness the work to be done by each teacher, and thus greatly increasing the efficiency of her instruction by providing a standard by which the results of her work may be, to a reasonable extent, tested. The introduction of the desks and chairs, above referred to, in place of the objectionable arm-chairs, rendered the use of slates practicable, and thus led to the plan of furnishing each pupil with the "Primary Slate," as a necessary part of school apparatus, at the expense of the city. And then this introduction of slates having good script-letter copies on the frames, enabled us to make writing universal in the upper classes of these schools, where, under the old arrangements, it was found impracticable. Simultaneously with the slates came the "Primary Tablets," designed to facilitate instruction not only in writing, but also in most of the other branches taught in this grade; and although finding little favor at first, they have at length become very useful in the hands of most of the teachers. It is interesting to observe how one step in the right direction makes another possible. Without the desk, the slate, however excellent in its plan, would have been nearly useless; but even with the desk, it needed thorough classification to render its great capabilities fully available. The utility of both the slates and the tablets has been increased at least fourfold by the classification which has been introduced during the past eight or ten years.

Another important step of progress to be mentioned, is the provision that has been made for systematic instruction in vocal music in the Primary Schools. The well-directed efforts of the accomplished teacher who has been placed in charge of this department, have already produced very satisfactory results. And in this connection, it should be stated that the instruction in this branch of education in the Grammar Schools has been reorganized and systematized, and its efficiency greatly increased. As one of the results of the progress of musical instruction in the higher grades of our schools, we point with

pride to the grand musical festivals which have been held for several years in Music Hall, under the direction of the committee on music.

Physical training has been incorporated into our system of school culture, in every grade, as an essential element, and is destined, it is hoped, in connection with other sanitary provisions, to secure to our pupils a much higher degree of bodily health, vigor and development, than has hitherto been attained.

Military drill has been introduced into the Latin and English High Schools, with manifest and acknowledged advantage to the pupils of those schools, not only as a means of physical exercise, but also as an aid to intellectual and moral discipline.

Vocal gymnastics, an admirable system of training, designed to secure good position in sitting and standing, a graceful carriage of the body, a full development of the chest, general symmetry of form, proper habits of breathing, development of the voice, distinct and forcible articulation, good reading, speaking and singing,—this very desirable system of culture, after a thorough examination into its principles by a competent committee, was adopted as a part of the school training for all the grades and classes of our schools. This was a step of vast importance. Already its beneficial results are everywhere apparent.

In my report for June, 1858, it was stated that of all the teachers in our Primary Schools, only nine were graduates of our Girls' High and Normal School, and fifteen others had been members of the school for a longer or shorter period. Thus it appears that seven years ago only twenty-four of our Primary teachers had enjoyed, even for the shortest period, the advantages of this excellent institution. The number of its pupils engaged in teaching in the Grammar Schools was probably somewhat larger; but the number in both grades could not have exceeded sixty. The statistics of last September show that, at that time, two hundred and six of our Normal pupils were found on our roll of teachers, an increase of more than three hundred per cent.

The establishment of the Training Department of the Girls' High and Normal School, which went into operation September, 1864, was a measure of sufficient importance to form an epoch in the history of our school system. In my report for November, 1857, after referring to some of the means which had tended to improve the qualifications of teachers for the higher classes in our schools, the following was added:—

“Still the need of thoroughly trained teachers to fill the numerous vacancies that occur in the Primary Schools exists. How shall this need be supplied? I answer by the establishment of a Primary

Normal School, for the special training of teachers for Primary Schools and the lower grades of the Grammar Schools. In such an institution the number of pupils should be quite limited, and the course of training comparatively short, while the exercises and studies should be strictly confined to that department of the science and art of teaching which is applicable to Primary Schools. No candidates should be admitted except those of mature age, and such as desire to become Primary teachers. At present, so far as I know, there is no such Normal School in this country. Perhaps the time has not come to establish one here; but that such schools are destined to constitute a part of every complete system of public instruction, I entertain not the shadow of a doubt. As it is better to make good precedents than to follow them, I hope Boston will have the honor of making this one."

But it turned out that Boston was not prepared to take the lead, and so missed the honor of making this "good precedent." To the city of Oswego belongs the high distinction of practically demonstrating to this country the superiority of thoroughly trained Primary teachers. The demonstration was made in this city by a trained teacher from the Oswego School, Miss Stickney, who had been put in charge of one of our Primary Schools, in 1863. The results of her methods of instruction during one year, opened the eyes of a majority of the board to the value of training schools, and they soon voted to establish a Training Department of the Girls' High and Normal School, under her immediate superintendence. The experiment succeeded, and the Training School is now as much a permanent part of our system as the Primary Schools themselves.

The provision made by the board eight or nine years ago for holding meetings of teachers, has contributed in no small degree to the general improvement of the schools in respect to methods of instruction, discipline and management.

The last step of progress which I shall enumerate in this summary is, perhaps, more important than any other that has been taken during the period under consideration; I refer to the provision relating to the duties of the Grammar masters. This provision is expressed as follows:—

"The masters of the Grammar Schools shall perform the duties of Principal, both in the Grammar and Primary Schools of their respective districts; apportioning their time among the various classes, in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades, under the direction of the district committees."

This was no doubt a radical measure; but it was not rashly adopted.

It was most thoroughly discussed in all its bearings, and it was under deliberation for two years or more before its final passage. It is designed to remedy the evils resulting from the want of sufficient supervision of the Primary Schools, and of the Grammar Schools themselves, excepting the upper divisions to which the masters were almost exclusively confined. When this plan shall have been in operation long enough to develop its legitimate results, it will, I am confident, fully justify the wisdom of the board in maturing and adopting it.

In school improvement the difficulty is to discover and apply the true remedy for known and acknowledged defects and evils. The reason why we have so many changes with so few real improvements, is to be found in the fact that the subject of education is not sufficiently studied by those who presume to give laws to educational systems. It was a great and true saying of Mr. Mann, that "education is the profoundest of all sciences and the most difficult of all arts,"—the science comprising a knowledge of the spiritual and physical nature in man, and especially a knowledge of the laws of the growth of this spiritual and physical nature; and the art consisting in the employment of right means in guiding and assisting the process of growth both of body and mind, and the communication of knowledge of the right kind at the right time, in the proper quantity, and by the best methods. Now, I would ask, who has fully sounded the depths of this science? Who is master of this art? It is true, we have some men among us who ought to know something of these matters, and who do know something of them. But there are no acknowledged authorities in the department of education. This is a great hinderance to progress. In matters pertaining to public health, the opinions of learned doctors are sought, and their recommendations adopted. On questions of law, the learned lawyer is consulted, and the layman who should presume to set his opinion, on a question of law, above that of his legal counsellor, would be laughed at for his folly. What would be thought of a man who had never given any attention to science, if he should undertake to instruct Prof. Agassiz on the subject of the fishes of the Amazon? or Prof. Rogers in geology? or Dr. Jackson in chemistry?

But, in matters pertaining to education, who thinks of consulting authorities? Almost every one feels himself competent to determine its theory and practice. It is not at all uncommon to find persons who never read a book on the subject, and never taught a day in their lives, giving the most confident opinions as to the way in which educational affairs should be managed in organization, in administration, in instruction, and especially in matters of discipline. A few

years ago, a gentleman was appointed to examine the schools of Boston, and draw up the annual report on them, who had never, in all his life, previous to the undertaking of that task, entered a Public School. This is an extreme case; but it illustrates the fact that, in conducting educational matters, special knowledge of the subject is not demanded by public sentiment; a fact which accounts for many of the useless changes made in school matters.

Our school legislation and policy should rest on history, the knowledge of human nature and local circumstances. A thorough knowledge of the history of our schools is especially necessary as a means of determining what new remedies are needed. In tracing the progress of the system, it will be found that the forces brought to bear directly on the details have accomplished little, but that the really valuable improvements have been the result of the introduction of a few vital elements which tend constantly to regeneration. We have had a great deal of talk about good reading in our schools, and the proper cultivation of the vocal powers. But the eloquent criticisms of Mr. A. and Mr. B. on the defects in this department, effected nothing. What was wanted was a new instrumentality, an able Professor who had made this department a specialty. Such a Professor was secured. Here is a new vital element. The case of vocal music in the Primary Schools affords another illustration. A live teacher was found, and we see what improvement has followed.

Now, it is complained that the text-books are too much taught, and the subject not taught enough, and that there is too much giving of tasks to be learned, and not enough of teaching in the true sense of the word, as distinguished from the hearing of lessons or recitations. In this complaint is summed up, perhaps, the chief of the faults of our schools at the present time. But it is of little use to attack these faults in front—they must be flanked. We must look for their causes, and then apply the remedies. On this point I will venture to throw out a suggestion or two; and first, in my judgment, the main cause of the above evils lies in the fact that the Grammar and High Schools have no proper programme of studies, the courses of study to be pursued being indicated only by designating the text-books to be studied. Hence some teachers feel bound to teach everything between the covers of the books, because they are liable to be examined on all between the covers of the book, and to be censured if there is any deficiency. What comes of this? A whole train of evils. Whatever cramming there is, is due mainly to this cause; and whatever high pressure there is, is due mainly to this cause; whatever unhealthy emulation there is, is due mainly to this cause; and many of the punishments are due directly or indirectly to this cause.

But suppose we had a programme of the subjects to be taught, set forth in due order, independent of text-books. To examine the schools properly, when taught independently of the text-books, would require a new instrumentality. It would require experts, persons wholly devoted to the business, to do it well. This is just what is done in New York, and herein New York is doing better than Boston. It should ever be remembered that the examination does and must control the teaching, both as to quality and quantity. If the studies are indicated by text-books, the pupils are examined by text-books, and if they are examined by text-books, they must study and be taught by text-books. Perhaps it should be added, however, that young, inexperienced teachers, no matter how well educated in science and letters, cannot teach well, independently of text-books, whatever the arrangements may be.

But what Baron Cuvier said about the school system of Holland, carries us up one step nearer the fountain-head of all excellence in schools. That great naturalist having been deputed in 1811, by the University of France, to visit Holland and report on its system of public education, submitted, on his return, the results of his observations, expressing the warmest admiration of the schools there found, and concluding by pointing out the foundations on which the success of the system appeared to him to rest. It reposed, he thought, upon three things: the comfort of the schoolmaster, the effectiveness of the inspection, the superiority of the school methods. But it is evident that good school methods must come from good teachers and good inspectors. So that, really, the two elements on which every good system must rest are the teachers and the supervision. With us, the usual course adopted to remedy a supposed defect, is to make new rules for the teacher, to hinder him from doing this, and to make him do that; whereas, the effectual way is to set to work to make the office of teacher more desirable, then to take care to choose the most meretorious candidates, and, finally to provide for their proper supervision.—[*Semi-Annual Report, March, 1867.*]

Evening Schools.—I am well aware that this is not a new topic, and yet I must beg leave to refer to it once more. It cannot be denied that the want of Evening Schools is a serious deficiency of our system of education. That such a grave and manifest deficiency should continue to be tolerated from year to year, is not creditable to us, a community which professes to make ample provision for the competent education of all its youth. There cannot be a doubt in the mind of any candid person who has taken pains to look into the matter, that Evening Schools, well organized and classified, and furnished with suitable accommodations and efficient teachers, would be

a great boon to a numerous class of youths of both sexes, who have passed beyond the school age without acquiring the education they need and desire. Why then postpone the establishment of this class of schools? In many other cities they have been for years in successful operation. In several of the first-class cities of the country, the success of the Evening Schools designed to give instruction in the elementary branches, has led to the opening of Evening High Schools. The Evening High School of New York is attended by six hundred young men, and is reported to be a "decided success," as "fully justifying the confident expectation of the committee who recommended it," and as being "attractive enough to fill all the rooms with eager pupils," without diminishing the attendance of young men in other schools, not excepting those located in its immediate vicinity. Why should not Boston have her Evening Schools of the elementary and higher grades? The law allows them, and the community needs them. If the Board is not ready to act on the matter at once, it is earnestly hoped that a special committee may be speedily appointed to give the subject an examination.

Grammar School Course of Study.—Excellent as I believe our Grammar Schools to be, whether viewing them in comparison with what they were in former times, or in comparison with schools of the same grade as found elsewhere at the present time, still I am constrained to admit that they might be made more useful, and more satisfactory in their results.

It is not my present purpose to discuss the general condition and management of our Grammar Schools, or the results produced by them, but to consider a defect in the system,—a defect which appears to me to be the chief cause of obvious and acknowledged evils; a defect which, it is hoped, is not beyond the reach of remedy. This defect consists in the character of the prescribed course of study,—what is called with us the programme or curriculum, and with the Germans the study-plan.

It has been objected by a writer on "Our Grammar Schools" that an improved programme will do no good so long as the standard is a false one. But this is a palpable begging of the question. Is it not of the very essence of a programme to institute a standard? But it may be said that it is not enough to set up a standard for the Grammar Schools so long as the standard of admission to the High Schools is a different one. That is true. But when you have set up a proper standard for Grammar Schools, you have at the same time fixed a proper standard for admission to the High Schools, so far as it is practicable to fix such a standard.

My limits will not allow me to trace the history of the present

programme, however useful an account of its growth might be, as a guide in future action upon it, but I must find space to introduce here the course of study which was adopted by the town of Boston, in 1789, when the school system was thoroughly reorganized, to adapt it to the circumstances and wants of the time. This course, which was prepared by a committee of learned and able men, among whom was the great patriot, Samuel Adams, was as follows :—

IN TOWN MEETING, Oct. 16, 1789.

Voted, That “There shall be one Writing School at the South part of the Town, one at the Centre, and one at the North part; that in those schools, the children of both sexes be taught writing and also arithmetic in the various branches [of it] usually taught in the town schools, including vulgar and decimal fractions.

“That there be one Reading School at the South part of the Town, one at the Centre, and one at the North part; that in those schools the children of both sexes be taught to spell, accent, and read both prose and verse, and also be instructed in English Grammar and composition.

“That the children of both sexes be admitted into the Reading and Writing Schools at the age of seven years, having previously received the instruction usual at women’s schools; that they be allowed to continue in the Reading and Writing Schools until the age of fourteen; the boys attending the year round, the girls from the 20th of April to the 20th of October following; that they attend those schools alternately, at such times and subject to such changes as the visiting committee in consultation with the masters shall approve.”

Such was the “system of education,” as it was called, provided for the Grammar Schools. It will be observed that no text-books were named; and little was the need, for there was, up to about that time, but *one* school-book proper which pupils were expected to have, and that was Dilworth’s spelling-book, containing a brief “treatise” on English Grammar, which was doubtless the English Grammar required to be taught; Noah Webster’s Institute, comprising three parts, namely, a spelling-book, a grammar, and a reader—the first American school-books—had been but recently published, and it is not probable that the Boston schoolmasters, who were rather conservative, in those days, had yet adopted them. The Testament, the Psalter and the Bible were the only reading books. There were no printed copy-books for writing, and no slates in use, the ciphering being done on paper. The writing-master had, of course, a copy of Dilworth’s Arithmetic, entitled “Schoolmaster’s Assistant,” from

which he "*set* the sums for ciphering" for each pupil, in his blank ciphering-book. The pupils had, then, for books, the spelling-book and the Bible, or parts of it, and these being the only standard outfit for a common town school, there was no occasion for prescribing the text-books to be used.

By the side of the course of 1789, let us now place the course of 1867, "for comparison helpeth the understanding of matters." In the latter we find seventeen books prescribed for use, namely, four readers, one speller, two arithmetics, two grammars, two histories, three music books, and one dictionary; and, besides these, a series of drawing-books and a series of writing books are to be used. In addition to the studies and exercises of these books, six subjects are required to be taught for which no text-books are prescribed,—composition, declamation, book-keeping by single entry, natural philosophy, physiology, and physical geography. The whole number of subjects, exclusive of physical exercises and the use of the dictionary, is fifteen, just three times as many as pupils were thought capable of studying to advantage eighty years ago.

There is a certain class of educational critics, not of much account it is true, who would deem this comparison enough to condemn the present programme, and with it everybody who is responsible for its existence. They base their objections to the course on the *number* of studies embraced in it. They look upon it as injudicious, just in proportion as it transcends the ancient limits. If they find any branches besides the "three R's" allowed, they are apt to stigmatize them as useless *osophies* and *ologies*, things quite out of place in common schools, and plead for a return to the strictly "practical studies."

Now, it is not to be denied that there is a tendency at the present day to multiply the subjects of study beyond reason in all classes of institutions of learning. But this is not the ground of my complaint against our Grammar School course. I do not agree with those who would restrict the *number* of studies to the ancient standard. I should as soon think of discarding railroads and going back to the stage-coach. Though the average capacity of children to learn is, of course, no greater now than it was eighty years ago, skill in teaching the common branches and the facilities for instruction in our schools, are now as much better than they then were, as the steam-car is superior to the stage-coach.

In forming the plan of study adapted to the present day, it would be a great mistake to ignore the progress which has been made in the economy of time in teaching. It would be safe to say, I think, that we could now produce as good average results in our schools as were then reached, with an expenditure of one-third as much time. The

number of studies, therefore, is not to be determined by standards fixed to suit other circumstances; it is to be determined to suit the present condition of things. In fact, the question, What studies shall be allowed? cannot be intelligently answered, without considering and determining at the same time the limitations to be set upon each branch. Whether a given list of studies is practicable depends upon the extent to which each is to be pursued. There is scarcely any one branch of elementary education on which the whole period of youth might not be employed, although not to the greatest advantage.

In our programme, the attainments to be aimed at in the several studies are not specified. The amount of matter contained in the text-books, with two not very important exceptions, is the only measure of the requirements in the several prescribed studies. If the provisions of the course were fully carried out, no pupil would be considered a graduate, and be entitled to a diploma, who has not mastered the text-books on the list.

Then it is to be remembered that there are several branches to be taught for which no text-books are named or allowed. In this important part of the programme there is an entire absence of all limitations. There is no maximum and no minimum of requirements, either expressed or implied. It is left with the master of each of the twenty-two schools to teach as much or as little of these subjects as he sees fit. Where, then, is the standard by which it is to be determined whether a pupil has "properly completed the prescribed course of study," and become entitled to a certificate of graduation? It is quite plain, then, that our programme does not set such limits to the pursuit of the several branches of instruction as are requisite to constitute an intelligible and definite standard of attainments. And it is in this absence of limitations that the course seems to me to be especially defective.

Besides this want of restrictions in respect to the contents of the instruction to be given, and the consequent want of a definite standard of attainments for graduation, there is another radical defect to be pointed out,—I mean the want of due order in the arrangement of the studies, both with reference to each other, and with reference to the several classes.

It appears, then, that the programme is defective in two important elements,—in the lack of provisions respecting the standards of attainment in the several studies, and in the lack of provisions respecting the relative order of the studies. The studies on the list are all desirable, though not equally desirable. There is no one of them which I should wish either to discontinue or to exchange for any other which is not now required.

Now, if the choice of studies is judicious, it only remains to say what shall be done with each,—to indicate their measure and order—so that the teaching power of the teachers and the learning power of the learners may be turned to the best account,—so that none of the educating power may be wasted. The ground I take is, that these studies might be properly taught, if the means we possess were properly employed, and that the important step requisite for securing the proper employment of these means is to amend our plan of study by supplying the defects which have been pointed out. It is therefore incumbent on me to show how I think this amendment should be made.

Assuming the Grammar School period to be from six to seven years—the pupils being generally from eight to nine years of age at the time of admission—we are first to determine the number of steps into which the course of study shall be divided, or what amounts to the same thing, the number of classes into which the pupils shall be graded. I am inclined to adopt six as the most convenient number of steps,—not however with the view of attempting to make the studies required in each step the exact measure of a year's work.

Among the most obvious, and at the same time the most important considerations to be kept in view in designating the requirements of the several classes are the following :

That the amount of work to be done should be graduated to the average capacity of teachers and pupils, and not to the skill of the ablest teachers, or to the ability of the brightest pupils.

The arrangement should be made so as to meet the wants, as far as practicable, both of those pupils who are to complete the course, and of those who drop out at different stages of the course ; and, to this end, each stage should be complete in itself, and at the same time a fit preparation for the next stage above it.

That undue prominence should not be given to one branch at the expense of others.

That regard should be had to the progressive development of the mental faculties, as well as to the logical relation and the practical utility of the different branches of instruction.

That, while the specifications of the required attainments should be definite enough to constitute an intelligible standard for each class, they should avoid such details as tend to embarrass the energy and inventive genius of teachers.

That every requirement of doubtful utility should be excluded, since there is matter enough to be taught which is of unquestionable value.

That whatever is not worthy of being remembered is not worthy of a place among the appointed studies.

"That it is better to know perfectly and retain easily and securely a part, than to have many studies pass through the mind as clouds sweep through the sky."

With these principles in view, we come now to consider what disposition of the studies is to be made, in order to accomplish the object proposed. It is not necessary that I should at this time say all that I think about the details of the treatment, which each branch should receive. So far as practicable I avoid, at this time, the discussion of methods of teaching. It will be sufficient for my present purpose to suggest some of the more important provisions which are needed in the programme, to secure an economical employment of our educational means.

Spelling.—I would not undervalue spelling as a branch of Common School education. It must be taught in all elementary schools. This art was not always so necessary. Roger Ascham, a man of great wisdom and learning, the tutor of princes and princesses, the author of one of the very best books on education ever written, could not spell, in the modern sense of spelling. The greatest writers of the Elizabethan age were also ignorant of this art. Shakspeare did not know how to spell his own name. But in those days, there was no recognized standard of orthography, and so every one was left to spell according to his own fancy. The invention of dictionaries took away that privilege, and we moderns must strictly conform to the conventional mode of representing spoken words by alphabetic characters, under pain of being classed with the illiterate. Fashion has made this penalty so dreadful, that many an intelligent person refrains altogether from the use of written language, for fear of exposing his ignorance of spelling. As things are, it is no doubt, very hard for one ignorant of spelling to get on in the world; but one of the principal objects of education is to help everybody get on in the world, and so spelling must not be neglected. Still, it may be well to remember that spelling is not the chief end of man. As an instrument of intellectual discipline, it ranks the lowest of all studies. We should, therefore, give it no more time than is absolutely necessary, discarding at once and forever the idea of attaching much merit to the ability to spell picked hard words without a failure. It is very important to fix a reasonable standard of attainment in this branch, and then to take care that it is observed,—that pupils are brought up to it, but not pushed far beyond it. What shall the standard be? Not a certain per cent. to be obtained on test examination, the words being selected at liberty. It should consist of a definite list of words to be spelled

—a proper vocabulary, properly classed. A good spelling-book is just such a vocabulary, and should be the standard for test examinations in spelling. Formal lessons in spelling should be limited to the spelling-book, if its vocabulary is as copious and choice as it should be. In the whole course of study there should be a vast amount of practical teaching of spelling, in compositions, dictation exercises, and written abstracts of lessons in nearly all the branches taught; and to complete the requirements in this branch, it should be the aim from the first step to lead the pupils, by various ingenious contrivances, to form the habit of observing the orthography of words.

Where does spelling belong in the course? Before entering the Grammar Schools, the pupils have already completed the Primary Speller, which contains a very considerable vocabulary. These are now well started in this branch. They are just in the condition to go forward rapidly in it, and they should do it. For the first year, or step, it should be the most prominent study. The spelling-book should be spelled through two or three times during the first three stages of the course, and the regular drill in this text-book should be considered as finished before the pupils enter the first class, or better still, before they enter the second. During the early part of the course children are as capable as ever they will be to learn spelling while they are not capable of studying to advantage other studies that are usually required at this period. And besides, if they were made to go through the spelling-book at an early period, they would be aided thereby in acquiring the ability to utter words with fluency and accuracy, the department of reading which should be conquered during the same period. Such is my idea in general of the disposition to be made of spelling in the programme.

Writing.—Most of our teachers understand very well the art of teaching writing. Or perhaps, it would be more strictly true to say that they know how to give good lessons in penmanship. But their skill does not seem to be turned to the best account. This, however, is not altogether their fault. The programme gives them no directions as to what should be accomplished or attempted during the successive stages of the course, nor does it state, even in the most general terms, what is to be expected in this branch. But what is the practical standard which we stimulate our teachers to aim at? Is it to secure to all its pupils a good practical hand? Are we not apt to think too much of the beautiful pages in the copy-books of the graduating class, while we neglect to inquire how well the mass of the pupils, who will never reach the graduating class, can write a letter? Do we not make the bottom line of the final copy in the last copy-book written by the graduates the practical test of the instruction given in this branch?

If this is the case, why should not the principals of the schools direct the instruction in writing with reference to that bottom line? The demand creates the supply. Now I should be glad to see that bottom line brought to a high degree of perfection; I should be glad to see it made a real fac-simile of the engraved top line,—if the process were not too costly,—if more desirable results were not necessarily sacrificed to that object. It seems to me, that in the management of this branch, the principal aim should be to secure to all the pupils the ability to write a neat, legible, rapid hand. If the pupils who complete the course can, without sacrificing more important objects of education, acquire a hand which has, besides these more strictly useful qualities, grace and elegance, and the precision of an engraved copy, by all means let them do it. But this should not be the leading idea in ordering the course of instruction. It should be kept quite subordinate to the far more important object of imparting to the mass of pupils a thoroughly practical hand.

If there are schools where the pupils in the lowest class are spending much time in committing and reciting by rote lessons which they imperfectly comprehend and will inevitably forget, while their exercises in writing are limited to a page or two a week upon the elementary principles of the art, are those schools employing the time of teachers and pupils to the best advantage? On the other hand, if there are schools, where the pupils in the highest class are occupied during a considerable portion of the most precious year of their school life in the mechanical drill upon the copy-books, for the purpose of acquiring the accomplishment of elegant penmanship, while they have little or no time to devote to the far more valuable accomplishment of writing good English, are such schools employing teachers and pupils to the best advantage?

The successful pursuit of this branch, so far as is necessary for practical purposes, neither requires intellectual development, nor contributes to it to any considerable extent. Considering this fact and at the same time considering that the ability to write with despatch is very useful to the pupil as a means of progress in nearly all the studies of the course, provided proper methods of instruction are employed, it seems to me that we ought to give more prominence to penmanship in the lower classes, and spend less time in formal lessons upon it in the upper classes.

To carry out these views, I would suggest that the regular drill upon copy-books should end at the close of the fourth stage of the course, although occasional lessons in review of the principles might be permitted in the upper classes, and if found necessary one or two copy-books might be written. The pupils in the lowest class would

be required to write through four or five writing books instead of one or two, and to write the books in course, taking them in the order of the numbers in the series, instead of writing over and over again the same elementary book for a year or two. In the next class, this course might be repeated, and so on through two more classes, omitting the more elementary books, and adding the higher according to circumstances. There should also be much practical writing in all the classes, especially in the higher ones, upon dictation exercises, compositions, abstracts of lessons, and book-keeping. The results of instruction in writing, as shown in these practical exercises, should be taken into account in estimating the merit of a school, and they ought to weigh more than the results as shown in the copy-books. Writing from dictation without copy is the best practical test of proficiency in this branch.

Reading.—This branch when properly taught has reference to three objects,—to an ability to utter written language with fluency and correctness; to the acquisition of knowledge and discipline; and to the power of properly expressing thought and emotion by inflection, emphasis, and the tones of the voice. These objects are so closely connected that they cannot be wholly separated in teaching, nor is such a separation necessary. And yet it is proper and desirable that each of these three objects should, in succession, be made most prominent during successive periods of the course. The first should claim special attention in the two lower classes, the second, in the two middle classes, and the third, in the two upper classes. In the management of reading I would have these three stages kept distinctly in view.

In accordance with this plan, the pupils in the lower classes would be taught to enunciate with force and distinctness, to pronounce correctly, and to utter without hesitation or mistakes, the words of the printed page. These elements of reading, which constitute what is sometimes called the mechanical department, should, during this period, be the principal object of the teacher; and in examining pupils of this grade, the examiner should have regard mainly to these elements. In connection with the instruction in this mechanical department, there would be of course, more or less inquiry into the meaning of the pieces, and bad habits in regard to inflections and tones of voice should not be allowed. If the work in this first stage has been well done, the pupils of the middle classes will need to give little time to the mechanical part of utterance, and they will be prepared for the next higher department,—the acquisition of knowledge and discipline. This now properly becomes the chief object of effort. The meaning of the pieces should be analyzed. Accounts of the authors should be

looked up in the books of reference by the pupils themselves, when practicable, to cultivate the habit of investigation and of self-instruction. Inquiry should be made about the works from which the pieces were extracted, and copies of the works themselves, if within reach, should be inspected. The reading-book should now be used by the teacher as a sort of intellectual conductor, by means of which he endeavors to put the minds of the pupils in communication with the thought and history and practical knowledge embodied in literature, and to create a taste for reading and studying "books that are books." The pupils should be trained to notice carefully the nature of the facts stated, to comprehend the moral and scientific principles presented, and to exercise the imagination in "picturing out" the scenes and objects described. It is to be understood, however, that exercises like these are not to occupy the pupils exclusively, but largely,—mainly perhaps. Along with these, there must be much practice in reading, with the necessary attention to correct utterance,—practice not merely on a few favorite pieces, but on many pieces.

The pupils are now supposed to have completed two-thirds of the Grammar School course, and if they have been taught reading on the plan proposed, they are sufficiently proficient in this branch for the practical purposes of life, using the word "practical" in the common but rather restricted sense. If they continue in school, they are furnished with the requisite foundation for the highest department of reading, comprising what may be regarded as the refinements and accomplishments of the art,—expression in its high and large sense, impassioned and finished utterance, effective and appropriate delivery of emotional compositions of the highest order, both in prose and verse. This artistic reading—not artificial, stilted—requires and implies mental, vocal and æsthetic culture. It is a desirable accomplishment, but it can hardly be classed as a branch of elementary education, and therefore it should not occupy a very large share of time to the sacrifice of more strictly utilitarian branches such as composition, natural philosophy and physiology.

Arithmetic.—I should be glad to see an improvement in the management of this branch,—*management* I say, meaning by this word something besides teaching,—meaning whatever controls, shapes and guides the teaching. It seems to me that we might get better results than we now do, and at the same time make a great saving in the expenditure of our educating power,—better returns with less outlay. How can these desirable ends be accomplished? By harmonizing the programme and the authoritative inspection, and employing both these controlling agencies in such a manner as to favor rational teaching.

Without stopping to describe what arithmetical absurdities the cir-

cumstances compel all the teachers, except a few of the most independent and progressive, to perpetrate, I will proceed directly to state as briefly as I can, the plan of teaching which I think the programme, backed up by the inspection, should encourage.

I begin with written arithmetic. No exercises, no modes of preparing or conducting recitations, no explanations, should be required or allowed merely for the purpose of intellectual discipline; for it is safe to assume that the method of proceeding which is best calculated to communicate a competent knowledge of the subject will really be the best as a disciplining process. Why make arithmetic hard for the sake of mere discipline, and then have no time left for algebra, geometry, or natural philosophy? Then it should be laid down as a fundamental rule that the text-book should not be taught in course. There is no branch of elementary instruction which, in my judgment, should be taught more independently of the text-book, than arithmetic. The proper use of an arithmetical text-book is to relieve the teacher, not wholly, but to a certain extent, from the task of preparing suitable problems for illustrating arithmetical principles and operations. The practice of giving out a certain number of sums in the book to be done at home should be wholly abolished. Until pupils are twelve or thirteen years of age, their lessons in arithmetic should be taught to them out of the brain of the teacher, instead of being assigned to them, to be learned from the pages of the book and recited. The hearing of recitations in arithmetic should be the exception, while teaching exercises should be the rule. Instruction in arithmetic during two-thirds of the course, or four of the six steps, should have for its main object to communicate such a practical knowledge of numerical operations as would be most generally useful to the mass of people, without special regard to particular occupations or pursuits. During the last two steps, more attention might be given to the science, the theory of numbers, and the solution of problems requiring more difficult logical processes.

Pupils should, on their admission to the Grammar School, immediately begin to receive instruction in written arithmetic, and they should continue to receive a short daily lesson in it until they have acquired a competent knowledge of the subject. No such thing as a brilliant or showy recitation in this branch should be tolerated, and of course no time should be wasted in drilling pupils to show off. From the beginning to the end of the course, the pupils should not be required to commit to memory and recite a single "rule," for if a pupil knows how to perform an operation, he does not need a rule, and if he does not know how to perform an operation a rule will not help him to understand it. Descriptions of processes should be required of

pupils in their own language,—but only after the processes themselves are well understood, and made familiar by practice.

As for mental arithmetic, but little time should be devoted to it, and it should always be taught in connection with written arithmetic. That is, the subject in written arithmetic to be taught on any given day should be taught on the same day or on the preceding day in intellectual arithmetic.

To sum up the whole in a word, let some plan be devised whereby the teachers will be wholly emancipated from the text-book routine, and be permitted and required to teach the subject, and to teach it with the sole view to give all the pupils a competent knowledge of it in the shortest time.

Grammar.—There is just now among a certain class of educational writers, a decided disposition to disparage the study of grammar. They speak of it as lumber—useless stuff, as the means of the “artificial production of stupidity.” They find that pupils who have had the benefit of some grammatical lessons, do nevertheless, commit errors in the use of language, and do not always speak and write English with Addisonian elegance, and so they condemn grammar altogether.

They tell us that there are defects in teaching grammar; that in consequence of these defects time has been misspent; that pupils do not get what grammar professes to give, the art of speaking and writing correctly. They conclude, therefore, that grammar must be discarded. But, fortunately, they do not pronounce against the objects of grammar.

For my part, not having as yet discovered in the writings of those who “affect to despise the trammels of grammar rules,” any new method of acquiring a practical knowledge of the mother tongue, I see no need of adopting a new name for the process. The motto, “ideas before words,” finds here a fit application.

But the mere memorizing of the rules and principles of grammar will exert little or no beneficial influence over any person’s manner of speaking or writing. The principles should be rendered familiar by appropriate exercises. The chief of these exercises are the parsing and analyzing of what is right, and the correcting of what is wrong—and composition, not forgetting “conversation and intercourse.” Exercises in speech and writing are not only modes of testing the proficiency of pupils in the use of language, but are also necessary to a complete course of English grammar. Exercises in parsing and analyzing are not generally managed as well as they might be, and hence are not as profitable as they might be. But of what branch may not the same be said? In their right place, and with the proper

limitations, they are exceedingly valuable. My aim will be to help give them their true place, and restrict them within just bounds.

Analysis should be limited to the last year of the course; and it seems to me that it would not be well to attempt to drill pupils in it until they are able to resolve at once, according to a prescribed formula, any complex or compound sentence that may be selected. Rather than devote the time to analysis required for the accomplishment of this object, I should prefer to give up the exercise altogether. Parsing should be made more prominent than analysis. Syntactical parsing, is indeed, as I believe, the best and most thorough method of analysis. "The grand clew to all syntactical parsing is the sense," and this exercise, judiciously conducted, with the view to lead the pupils to discover the true meaning of the author, is certainly one good way "to study language as the vehicle of the mind." But I doubt if I should ever give a lesson in parsing to be prepared and recited. At any rate there should be no attempt at a "splendid recitation;" there should be no "rattling off," no parrot talk, no rigmorole formulas, no vain repetition of etymological definitions and distinctions. Syntactical parsing would be appropriate during the last two years of the course. This higher description of parsing, which calls into exercise nearly all the intellectual powers, should be preceded by a simpler and more limited kind; that which is called etymological parsing. This consists in distinguishing and defining the different parts of speech and their classes and modifications. It should commence with the course, and be continued until the higher kind is begun.

Exercises in correcting what is wrong, a very important part of grammar, should be extended over the whole course. It is not enough to correct such wrong expressions as may occur in the ordinary "conversation and intercourse" of the school. There should be a systematic and comprehensive course of these exercises prescribed in the programme, and graduated to correspond to the progress of the pupils in the principles of the language. Exercises in correcting should be carried along in connection with exercises in parsing, for these two classes of exercises are complements of each other, and both alike demand or imply a knowledge of the author's thought.

But while I would recommend the systematic teaching of grammar through the whole course of this grade, not even excluding it from the lowest class as is now done, I would have very little of committing and reciting the text-book; I would have but one text-book, small in bulk, which should be in the hands of all the teachers of the different classes, as a manual, guide and authority in grammatical instruction. It might be put into the hands of the pupils who have reached the

third or fourth stage of the course. For the first half of the course, at least, the pupils will do better without a book than with one. The reading book, the blackboard and the slate will of course be brought into requisition.

I may as well, perhaps, say in this connection, what I have to say about Composition. As already intimated, I would have composition taught in all the classes of this grade. It should be made a very prominent branch of instruction, and always in connection with, and as a part of grammatical instruction on the one hand, and on the other hand, in connection with and as auxiliary to every other branch taught. That is, in teaching each branch, the aim should be to lodge in the mind of the pupil definite knowledge about it which he can express in his own words. In this way the materials of the composition are to be furnished. The subjects assigned for composition should have reference to the materials already communicated,—to something that has been taught. The writing of the composition, after the materials have been furnished, affords at once the kind of exercise requisite to give command of written language, and the means of testing the pupil's grammatical accuracy.

Geography should occupy a subordinate place in the course, in respect to the amount of time assigned to it. Nothing can be more preposterous than to attempt to cram a pupil during his period of schooling with all the facts in geography which he may, by the remotest possibility, have occasion to know.

Geography taught according to the true method, affords an admirable exercise for the faculties of intelligence. The mode of teaching geography which exercises the memory only, or chiefly, is an unprofitable mode, and ought not to be tolerated. The right method is based upon two ideas. First, it eliminates unimportant details—it does not care where “Cranberry Centre” is. Second, it presents facts in their natural relations,—“in the order of natural dependence”—so that the pupil may grasp them intelligently, and thus hold them firmly. It excludes the non-essential, and it presents the essential intelligently, understandingly.

As to what is essential, there will be difference of opinion. The following summary comprises most of the topics appropriate to the course I have in view: “The distribution of land into continents, and of water into oceans, and the proportion of the one to the other; the distribution of continents into countries, and of oceans into seas; the chief features of the continents in respect of mountains, valleys, plains, deserts, forests, lakes, rivers and coast-line; and of the seas in respect of bays or gulfs and islands; the distribution of heat and cold, day and night, over the earth, and of winds, currents and tides over the

seas; the chief productions of the soil, whether vegetable or mineral, in different countries, and the principal forms of animal life in the different regions, both of land and sea; the leading industrial occupations of the different peoples, with the circumstances that determine them, and the manner in which they dispose of the products of their industry; together with what is remarkable in their character, civilization and modes and habits of life, particularly, and these are determined by the country or climate which they inhabit. Should the pupil leave school without advancing further, he will carry away with him such knowledge of the subject as will serve most of the purposes for which it is taught in school. The teacher who thus makes it his aim to inform his pupils in the broad elements of physical, commercial, and if we may so call it, moral geography, and who looks upon the geography of names and locality as of value only in subordination to them, will confer a service upon them, whether as regards their education, their information, and the development of their human sympathies, infinitely beyond what he would do, were he to store their memories with the exact heights in feet of all the mountains, and the length, in miles, of all the rivers between the poles, or the exact areas of all the countries, the names of all the towns, and the numbers of the several populations all round the globe.*

When we have settled the question, as to the amount and kind of geographical knowledge to be imparted in school, there remains the twofold problem of determining the order of the topics, and the distribution of the work to be done among the six stages of the programme.

I will merely state my conclusion respecting this problem, without detailing the reasons for it.

1. A course which may be called primary or introductory, to occupy the period assigned to the first two stages of the programme. The objects of this preliminary course would be to acquaint the pupils with the elements of geographical description, by directing their attention to the features of the landscape around them, and putting them in possession of the terms by which these are denoted; to fill the mind with lively pictures of what may be called geographical types, such as mountain, hill, valley, gorge, plain, desert, table land, forest, undulating surface, mines, animals and plants, river, rapid, falls, bluff, creek, harbor, bay, beach, lake, pond, canal, railroad, marsh, bridge, vineyard, plantation, farm, glacier, volcano, dwellings, village, town, city, palace, manufactory, island, cape, promontory, isthmus, peninsula. It is of little use to commit to memory definitions of these elements of types.

* Currie.

The thing is to give the pupil correct and vivid conception of the things themselves. In connection with this instruction, the pupils should be taught to understand how these geographical types are represented on the map by symbols, by reference to a plan of the school-house and yard, a map of the public squares, of the city, of the vicinity, and of the State. Some instruction on the globe and the map of the world might be added.

2. A general view of the geography of the world, with Mercator's map, to occupy the third stage of the programme.

3. The geography of the United States, to occupy the fourth stage.

4. The geography of the continents, to occupy the fifth stage.

5. General review of geography, to occupy the sixth and last stage.

Map-drawing from memory should be practised from the beginning. It should be remembered that teaching the maps is not teaching geography, but that the aim should be to teach geography through the maps.

As to text-books, I will only say that they should contain a limited amount of matter, and that there should be but one systematic text-book, professing to give a course of geographical lessons on the whole globe. The book for the introductory instruction, if any book is allowed for it, should be a captivating pictorial manual, to be read and talked about, and not committed to memory and recited.—*Semi-Annual Report, September, 1867.*

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

Superintendence of the Schools.—The great want of our city as regards schools, next to the wants of the treasury, is, cultivated men of leisure. This is an active, earning community. Our citizens, almost to a man, are among the earnest, anxious business men. We have very few men living at leisure, upon their incomes. Our professional men are, of course, well-educated; but, active in their professions, they are no less hardly-worked than those they serve, and command, at least, as little leisure. We are therefore, to a great extent, deficient in the right material for school committee-men. Not in those who are deeply interested in schools, but in those who combine with that interest the requisite culture and leisure to make the work inviting to them, or useful to the schools. Again, our school committee are too few in number. Exclusive of the members *ex-officio*, who are not expected to do any of the immediate supervisory work, the board numbers but eight,—the same as, with much less work, it had years ago; and therefore each school receives less of the

attention and care of the most faithful committee-man. Add to this, the lack of permanence in the school-board. The whole is elected annually, and however good service a member has performed, or may promise for the future, he is often left off at the end of the first year's service, when he has hardly learned the location of the school-houses and is doubtfully known by sight to the teachers. This points us to the necessity of what other cities and towns have found to be their profit, viz., a three-years' term of office, three men from each ward, one-third elected each year.

As before stated, no visitation duty is expected of the mayor and president of the council; their office, as members of this board, being mostly advisory, and for the purpose of harmonizing in action the three bodies which are thus joined. The school committee is thus left more deficient as regards headship than before those officers were fervently welcomed as part of this board. Then the "chairman of the school committee" occupied a position concentrating in itself more than is now done by any single member, a knowledge of our whole school affairs, and by the old by-law was properly made responsible for the preparation of the annual report.

What we now need is a Superintendent of Schools. A want felt in past years, and increasingly each year, is now felt so strongly by the committee that they cannot refrain from urging strongly upon the citizens the great necessity of establishing such an office. With a capable, judicious superintendent the task of reporting would be much lighter than it is now. But this lightening of the reporter's duty would be but a very small portion of the benefit which the city would derive from this office. The property owned by the city for school purposes is probably worth to-day \$200,000. It is safe to say, that no interest of the city, of this magnitude, is left without constant and efficient superintendence. We employ sixty teachers. Are there in any other branch of the city works so large a body of employees—or one-half as large—without regular care and oversight? Our schools greatly need this office to unify them; to bring all teachers, all grades of schools, in all sections of the city, to feel and to be known to be what they really are,—parts, integral parts, of one scheme of education. The duty of the superintendent would be "to devote himself to the study of the Public School system, and keep himself acquainted with the progress of instruction and discipline in other places; to visit all the schools, and obtain a personal knowledge of their condition; to advise the teachers on the best methods of instruction and discipline; to make investigations as to the number and the condition of the children who are not receiving the benefits offered by the Public Schools; to ascertain the reasons and apply the remedies; to consult

with the different bodies who have control of the building and altering of school-houses, suggest plans, and advise with those through whom the school appropriations are expended; that uniformity in plan and economy in expenditure may result."

It will be seen that a competent, faithful man would not find this office a sinecure; while the city, in its schools and in its treasury, would soon feel the good effect. Ineffective teachers would be changed for those up to the times. A style and tone would be given to our education which cannot be realized or hoped for while our virtually fifty-three schools are committed to the transient and desultory oversight of eight busy, and often (from our suburban position) absent men.

Evening School.—By request of the city council, early in the winter of 1867 an Adult Evening School was opened; three evenings per week for men and boys, and three evenings for women and girls. The success of the school induced the committee to re-open it the first of October, and the gratifying result in point of numbers, and the good work achieved in supplying the deficiencies of early education, and providing in the evening what many cannot obtain in the day, has been so great that there can be no doubt of the judicious use of the money appropriated for this object.

Chairman.—C. H. LEONARD.

NORTH CHELSEA.

The committee have noticed, since new desks have been placed in the Grammar School, that the scholars have shown more respect for the school-room, and seem proud of the improvement, and all manifest an interest by keeping them in good order; the result, perhaps, as each scholar is held responsible for the desk they occupy.

The practice of employing the same teacher for a number of terms in the same school, when they have proved their ability and fitness for that school, cannot be too strongly commended. Teachers who have gained the confidence, respect, and moral support of the community in which they labor, who have won the love and sympathy of the children whom they instruct, will have but little trouble in the management of their schools.

The teacher who goes into a strange school has many characters and dispositions to learn. She has to overcome the distrust and gain the confidence of the timid, while the mischievous and unruly must test her power to govern, before they are sure they may not indulge in their wayward proclivities; and in this manner a part of each term is wasted. Discipline and order must be observed, in order to make any progress.

School Committee.—GEORGE A. TAPLEY, CHARLES BIRD, Jr., A. S. HALL.

ESSEX COUNTY.

ANDOVER.

In the hiring of our teachers, as the salaries are advanced, it should be made the policy of the committee to advance the standard of the qualifications demanded in the teachers of our schools. Desiring as we do that our teachers shall be hired from among those who are native and resident, we feel bound to suggest that we shall give preference to those who have enjoyed the advantages of a full course in a Normal School; and here we would recommend to those who are expecting to apply to be approved as teachers in Andover, to seek the instruction which such schools can furnish.

However deficient our present system of education may be, we have great hope for reform in our methods of teaching through the processes taught at our State Normal Schools, and we are happy to believe that these processes are at present verging, gradually and surely, toward the establishment of a practical and highly satisfactory system of intellectual training and moral discipline, by which many of the evils that now disfigure our school system will be corrected in the future.

These schools are eminently valuable, not merely because they impart the necessary instruction in science and philosophy to furnish the minds of our teachers with knowledge, but because they also impart instruction in the methods of teaching. Moreover, in their course of instruction, these schools afford to their scholars many opportunities for acquiring a valuable experience in the art of teaching, as it is a part of the routine work of every Normal School to place the scholars themselves in the teacher's desk, and to accustom them to manage the recitations the same as they will be required to do when they themselves shall have charge of their schools.

The Spelling Match.—Mr. Draper again, this year, offered prizes for the best spellers, which were awarded at the close of a spelling match held on the 21st of February, in the afternoon.

The town hall was entirely filled at this spelling match, thus evincing the deep interest felt by the community, generally, in this annual gathering, which has become a permanent institution.

The gifts bestowed by Mr. Draper were valued at \$25. At the conclusion of the exercises he received an enthusiastic vote of thanks,

and responded in a few brief remarks, hoping to meet his young friends for a similar purpose next year. Many excellent spellers participated besides those who received the prizes, but diffidence prevented quite a number of them from doing themselves justice. The affair was, altogether a success, and much good is undoubtedly accomplished by bringing the scholars of the entire town together under such circumstances, and for such an object. Quite a number of persons from abroad were present, among whom we noticed G. E. Hood, Esq., Superintendent of Schools in Lawrence, and Abner J. Phipps, Esq., of the State Board of Education. The latter gentleman gave a lecture in the evening, at the town hall, upon spelling.

School Committee.—B. B. BABBITT, D. C. LITCHFIELD, H. S. GREENE, N. P. BERRY, S. H. BOUTWELL, P. M. JEFFERSON.

BEVERLY.

Changed System.—The experiment of adopting the town, instead of the district system, which had been commenced when the last report was submitted, has been continued, and it has now been tried long enough to fully test its utility, concerning which there is now remaining but little doubt. And yet, the new system has not become fully established, so as to work without more or less friction in some of its parts, though there has been considerable improvement upon the preceding year in this respect. In due time, the desirableness of the change will be more apparent, and no one, we trust, will call in question the wisdom of its adoption. All the schools are now of equal length, and all the scholars enjoy equal advantages, as far as locality will permit. The terms all commence and close at the same time, and permanent teachers are provided, with fewer exceptions than formerly. Uniformity in the wages of teachers is also secured, and a higher order of service is insured. The conflict of two sets of committees is avoided, and the business is done with more despatch and less expense, all things considered. The end of the district system in the State is rapidly drawing nigh. Every year leaves fewer towns with its disadvantages to embarrass the efforts of those laboring for the improvement of schools. It is worthy of notice that the last year's legislature passed a law rendering it impossible to legally return to that unapproved system where it has once been abolished. Let it be remembered that it was the town system which was first adopted by the legislation of our Puritan fathers, and that districts were not established until many years later, so that the town system is the most ancient and venerable, as well as the most excellent in its adaptations to our own times, which cannot tolerate any other.

Few consider what an amount of care and attention is demanded in the various departments of the service performed by those who are immediately responsible for the successful continuance of all the schools in town through the year. This is not something that runs of itself; but it must be run by "brains and hands." There are constant interruptions which must be guarded against; a multitude of questions must be settled; difficulties are constantly arising; somebody's ear must be unceasingly open to statements, requests, and complaints, from teachers, scholars, parents, and others. Somebody must go here and there at a moment's notice; do this and that at once and with no delay; there must be minute men, always ready for any emergency, and prepared to instantly meet any of the many exigencies that are constantly arising and filling the year.

A Superintendent of Schools.—The present law provides for the appointment of a Superintendent to act as the agent of the committee, reporting to them, and receiving counsel and advice from them, in all cases of doubt and difficulty. This is a wise provision, of which many more towns unquestionably ought to avail themselves; and it is believed that our own town is one of the number. The importance of a thorough and efficient supervision of our schools can hardly be overestimated. This will be conceded by all who properly consider the magnitude of the interests involved, pecuniary, physical, intellectual and moral, the neglect of which is no trifling matter; but the suitable care of which is too much for a committee composed of men otherwise occupied, in most cases to the full extent of their powers. No committee that can be appointed in this town will be able to do all that ought to be done for the schools.

Children may be educated in a bad as well as a good sense; and the place of education may be a bad educator, when it is crowded like a slave-ship, and so repulsive in its appearance as to create in the young mind a distaste for schools and learning that will not be easily overcome in after-life; or it may be a good educator when it is ample and commodious in its dimensions, comfortable and healthful in its arrangements, attractive and pleasing to the eye, elevating and ennobling to the mind. It has been well said that the school-house is a teacher, silent but more impressive than the words that fall from the lips of some living teachers, and we cannot afford the lessons that our children take from broken doors, black ceiling, patched walls, and half-demolished seats: they are too expensive; they teach carelessness and immorality.

The houses in which children spend so large a portion of the most susceptible and impressible period of life should be as agreeable and desirable as good architecture, good sense and good taste can make

them. Everything in them and about them should be in harmony with the beautiful, the noble, and the good. All that meets the eye should inspire pure and lofty thoughts, and continually present motives for new and better attainments; and nothing should be left undone in rendering these houses healthful as well as beautiful. This consideration is enforced by the startling statistics of mortality relating to this subject; for, according to the statement of another school report, it is estimated that, to say nothing of other diseases, one-fourth of the cases of consumption have had their origin in the school-room. There is a terrible account to be rendered for overcrowded, overheated, or underheated and unventilated school-rooms.

If scholars will not behave properly without punishment, they should not be neglected in this respect, more than in other respects, whether they are boys or girls. The instruction given to teachers has been to ordinarily hold corporal punishment in reserve as a last resort; and, as a general thing, apply it only in extreme cases; but when applying it, to do it in such a manner as to be most effectual. A teacher that could not get along without frequently resorting to this mode of punishment, would not be regarded as possessing the most desirable qualifications for the position, thus held by brute force, and better gifts would be earnestly coveted. It would be the most unwise policy, however, to abolish corporal punishment altogether, and thus take from our teachers the power to enforce obedience. The knowledge of this limitation of the teacher's resources for government would be unfavorable and disastrous in its influence upon some of the scholars. And, in some instances, corporal punishment would be less cruel and injurious, and less degrading even, than such substitutes as might not come under the ban of that prejudice which would proscribe this, in some cases, unavoidable method of governing our schools. Whipping is not the worst punishment of which we have heard, and it is to be preferred to some inflictions which strict moral suasionists have been known to adopt in its stead. The popular outcry against corporal punishment is unreasonable in its nature and mischievous in its tendency. Its spirit carried out in society would work the destruction of all civil government and inaugurate universal lawlessness. Those joining in the prevalent clamor against effective discipline in schools, know not what they do.

Chairman.—J. C. FOSTER.

BOXFORD.

Some districts have had three terms, summer, fall, and winter; and, in one district, each term was taught by a lady. In other districts there have been but two terms—the summer term, taught by a lady,

and the winter, taught by a gentleman. In the latter case the summer terms have sometimes been fourteen or fifteen weeks in length, with a long vacation occurring near the middle of the term. The school would be kept about eight weeks, then a vacation of four or six weeks would take place, after which the school would be resumed and finished. We regard this practice as in a high degree prejudicial to the welfare of the school. The last part of the term seems to be almost entirely lost. The scholars do not become interested in their studies, and much of the time is spent in trying to remember what they had forgotten in vacation.

School Committee.—JOHN F. KIMBALL, ROSCOE W. GAGE, SAMUEL P. PEABODY.

BRADFORD.

COURSE OF STUDY FOR HIGH SCHOOL.

English Course.—First Year.—1st Term. Arithmetic from Percentage, Geography with Map Drawing, Grammar. 2d Term. Arithmetic, Physical Geography with Map Drawing, Grammar. 3d Term. Algebra, Physical Geography, Grammar.

Second Year.—1st Term. Algebra, History of United States, Physiology. 2d Term. Algebra, History of United States, Physiology. 3d Term. Geometry, History of England, Grammar with Analysis.

Third Year.—1st Term. Geometry, History of England, Rhetoric. 2d Term. Geology, Botany or Bookkeeping, Rhetoric. 3d Term. Natural Philosophy, Botany or Bookkeeping, English Literature.

Fourth Year.—1st Term. Natural Philosophy, Surveying, English Literature. 2d Term. Intellectual Philosophy, Chemistry, Astronomy. 3d Term. Intellectual Philosophy, Moral Philosophy, Science of Government.

Classical Course.—First Year.—1st Term. Arithmetic from Percentage, Latin Grammar, Geography. 2d Term. Arithmetic, Latin Grammar and Reader, Physical Geography. 3d Term. Algebra, Latin Grammar and Reader, Physical Geography.

Second Year.—1st Term. Algebra, Cæsar's Commentaries, Greek Grammar and Ancient Geography. 2d Term. Algebra, Cæsar's Commentaries, Roman History, Greek Grammar. 3d Term. Geometry, Cicero, Roman History, Greek Grammar and Reader.

Third Year.—1st Term. Geometry, Cicero and Latin Prose, Xenophon's Anabasis. 2d Term. History of Greece, Sallust and Latin Prose, Anabasis. 3d Term. Greek Prose, Virgil and Latin Prose, Anabasis, History of Greece.

Fourth Year.—1st Term. Greek Prose, Virgil, Homer's Iliad. 2d

Term. Greek Prose, Virgil, Homer's Illiad. 3d Term. Review Mathematics, Review Latin, Review Greek.

General Exercises.—Reading in the Bible, daily, through the course. Exercises in Reading and Spelling, through the course. Penmanship and Vocal Music, twice each week. Occasional lectures on the Natural Sciences, and other subjects connected with the course of study. Declamations and Compositions, weekly, through the course.

School Discipline.—The subject of discipline in schools has engaged the attention of the public in many towns and cities during the last few years. It is the opinion of your committee that the best management of schools is that which is tempered with the spirit of kindness. They have impressed upon the teachers the necessity of practising a kind, firm, judicious discipline, avoiding all indiscreet haste, and only employing corporal punishment as a last resort. They are required to keep a faithful record of all instances of corporal punishment, containing the pupil's name, the date and degree of punishment, and offence. Pupils are never to be deprived of recess for purposes of discipline, nor are the teachers allowed to interfere with any of the provisions for the health of the pupils.

Miss A. C. Hasseltine.—It seems appropriate that this report should include some simple tribute to the memory of that faithful teacher, who lately dwelt among us, but who has been taken to her rest. Miss A. C. Hasseltine was born in Bradford, and here in her chosen work of teaching, she spent all her days. By her devotion to her life-long labor she earned that reputation which extended to all lands. She was Principal of Bradford Academy for forty years, and numbered among her pupils many thousands. Scattered in many lands, they often speak of the loving sympathies of her heart—of the inspiration of her presence—of the wonderful devotion to her work, and of her noble Christian zeal. We too, remember her. She had the largest views of education. She had warmest sympathy with the Public Schools. She was often an attentive listener in our Primary Schools. Only a few months before her death, in speaking of the necessities of our schools, she raised herself to her full height, and while her face kindled with the thought, said: "The need of all our schools is teaching—we want teachers who will bend to their work." This was the secret of her success. Her whole life "was bent to the work." It is fitting that we should thus remember one whose life was passed among us, and one whose life was so full of blessed fruits in the service of the cause of education.

School Committee.—J. D. KINGSBURY, H. E. CHADWICK, S. WILLARD CARLETON.

ESSEX.

There may be faults in a school not apparent to the committee, which are manifest to parents, and faults also evident to the committee, of which parents are not at all aware. A school may enjoy in the neighborhood the reputation of success, to which no such merit can justly be awarded; and a school may be truly meritorious, and not be popular with the parents. It does not follow that a school is successful, because the pupils, generally, like the teacher. Desirable as that condition is, it is not for that reason, necessarily, a successful school.

The winning address and genial social qualities of a teacher, may ingratiate him into favor of the community, but they are no criterion by which to judge of his merits as a teacher, and the success of his school. The success of a school does not alone depend on the intellectual qualifications of the teacher. If a teacher fails to inspire reverence and esteem, and impart an ennobling example, his attempts as an educator will be futile and in vain. Neither parents, nor committee can impress upon children the superiority of their teacher, and the inviolability of his rules, when by their own intuition, they can discern there is no power in the teacher, which they are bound to respect. The school committee cannot execute the laws necessary to good school government. A moral power of control must reside in the teacher. It cannot be furnished by the committee. A school cannot be kept by proxy. The teacher must be the executor of his own laws, and the rules prescribed by the committee.

School Committee.—EDWIN SARGENT, DAVID CHOATE, HERVEY BURNHAM.

GLOUCESTER.

In revising the course for the High School, no material change has been made in the subject of study; but regular and systematic instruction in some things of every day use and importance, in addition to a review of some of the work of the Grammar School course, has been provided for. A new arrangement of the studies has been made by which the usual course of three years will be continued for those who do not wish to take the classical course, while those who wish to pursue that course will be required to remain in the school four years. An extension of the course of study, to occupy one year, has also been arranged, in accordance with the recommendation earnestly made in my last report, for the benefit of those female graduates who propose to engage in the work of teaching immediately upon leaving school. The studies of this class will be confined to the Common School branches, with the single exception that one daily lesson will be given, in regular order, in some branch of natural science. No

graduate of the last year entered upon this course, but it is expected that some of the next graduating class will avail themselves of its advantages, and I recommend that they be encouraged to do so by promise of early employment as assistant teachers, and a larger salary than that paid to others of the same grade who have no special preparation for their work.

Of the eleven girls who graduated in 1866, nine have been employed as teachers in our Public Schools, and seven are still in the service. Of those, seven in number, who graduated last year, one is an assistant teacher in town, and four others are applicants for any vacancy that may occur. These facts show what an important benefit the High School renders to the town, in furnishing every year a class of well-educated females to become teachers in the lower schools,—a benefit that, in my judgment, may be made the chief advantage of the school, as soon as it is determined that all the female pupils who intend to teach shall be required to go through the course of special preparation to which I have elsewhere alluded.

Chairman.—JOHN J. BABSON.

GROVELAND.

The blessings of education are by no means confined to those who are taught. The outlays which are made to support institutions of learning are not investments from which there are no profitable returns. The influence of good schools, academies and colleges, is felt even by those who have no direct and personal share in their advantages. Society feels the bracing effect of cultivated talent as really as the commercial world feels the upward tendencies of trade, or as the forces of nature respond to the gentle influences of spring. It is therefore fitting that the town and State assume the responsibility of public education, provide means for its support, and watch with paternal interest its progress and results. Since the very foundations of our social system rests on the intelligence of the people, we are under special obligation to see that right mental training be not neglected nor forgotten. That is a narrow and selfish policy which inclines to the side of doing as little as possible for the cause of public improvement, rather than exercising a liberal economy which will withhold nothing that is necessary to secure the desired end. It is as true intellectually and socially, as morally and spiritually, that there is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, and it tendeth to poverty. The large-hearted liberality which freely bestows its means, whether in an individual or public capacity, is sure to receive in return its full reward in

the elevation of society, in the purity of morals, in a large increase of rational happiness. When a narrower policy is adopted, we shall be sure to witness the effect in the cramped views, the warped intellects, the depreciated souls of its victims.

What we would have, therefore, pervading the town, is a heartier co-operating interest in the cause of public education. While there may be a choice of systems, we still believe that any system well managed, is better than the best system poorly and inefficiently conducted. As a good law without the countenance of the people is worthless, so any plan to effect an improvement in our schools will fall to the ground unless upheld by the concurrence and sympathy of parents and guardians, and of all who feel that education is of inestimable value to society, as well as to those who are directly the recipients of its bounty. If parents have given up to a system the mental training of their offspring, instead of harmoniously working with that system, there will be but little to hope for in the future; and is not the unpardonable apathy of those whose children fill our school-rooms to be ascribed to the fact that they have unnaturally surrendered their rights, and basely neglected their duties, when they should have stood shoulder to shoulder with teachers who have been thoroughly trained for their profession, and made the most of all the State and town have done to facilitate the proper culture of the rising generation? The State cannot educate the young; the teacher can do little towards it if public sentiment refuses its cordial aid; if they are sent as so much bare material to be wrought over and wrought upon without the breathing influence of home and the powerful pressure of a strong public interest.

School Committee.—MARTIN S. HOWARD, JAMES L. WALES, HENRY HINCKLEY.

HAMILTON.

Experience has shown us, that with our frequent trial of new teachers, of whose fitness for their duties we have no satisfactory test except actual trial, we must see occasional failures, and be convinced of the truth of the remark that has been made, sometimes of one school, and sometimes of another, that the money paid to the unsuccessful teacher for his services would have been better spent in hiring him to stay at home. As far as possible, teachers should be hired who have been tried and not found wanting. We would also advise that the faithful and successful teacher of the summer school should be retained for the winter term. The introduction of a new teacher, with new modes of discipline and instruction, and without acquaintance with the character and attainments of the scholars, for one of our short winter terms, is an evil to be avoided, if possible.

School Committee.—D. E. SAFFORD, J. P. LOVERING, S. F. FRENCH.

HAVERHILL.

High School.—We think a mistake has been made in admitting children to this school at too early an age, before the mind is sufficiently mature to grasp the difficult studies of the first year of the course even. It is better that scholars of this class should remain longer in our excellent Grammar Schools, until the mind has become disciplined by correct habits of study, and thus rendered more competent to enter upon a higher course. Parents are often too sensitive upon this point, and manifest an over-anxious desire to have their children advance to the higher grade, often at the sacrifice of health and strength; and not unfrequently the foundation of disease is commenced by this system of over-work. No scholar should be permitted to enter this school at an earlier age than fourteen years; and, certainly, eighteen years cannot be considered a very advanced age for any scholar in receiving a diploma for graduation.

Discipline.—The views of the committee, on the subject of school discipline, were concisely set forth in the last annual report. Moral forces should be the prominent element in all measures for the promotion of a healthy tone in the conduct of the school-room. If the fear of physical suffering is the highest motive brought to bear upon the child to dissuade him from vice or idleness, we cannot expect a very high grade of sentiment in the obedience. Until the scholar is made to feel that obedience to wholesome rule is right, and disobedience is wrong, all attempts in securing good government will be fruitless. This high moral sentiment must be inculcated by the teacher in the outset, and the scholars should be made to see that the whole management of the school is based upon it. We hope that the reign of unjust and cruel punishment has given place to calm, judicious, parental discipline. He who has not the power of self-control—who permits passion or prejudice to control or modify his judgment—who cannot calmly and justly and affectionately deal with the cases of discipline as they occur, is not fit to be a teacher. We leave the important matter of discipline to the teachers in whose hands the schools are placed, with the assurance that they appreciate the sentiments of the committee in the administration of punishment. Corporal punishment is to be used sparingly. It is the power held in reserve for obstinate, vicious offenders; but the teacher should always be well convinced that it is the only punishment that will meet the case in hand, before he decides to administer it. The habit of using the rod, as an incentive to study is, we trust, obsolete in our schools.

Chairman.—J. CROWELL.

IPSWICH.

Our statute requires those towns which retain the old district system to vote, once in three years, on the question of abolishing that system, and the adoption of a graded system. There is an implied preference from this requirement for the graded system, and it is clear that the law points and looks forward to its universal adoption. Nothing need be said of the advantages of this over the district system. They are too well known to require a formal presentation here. Why does the town of Ipswich refuse to avail itself of that system which so many other towns, of smaller population even, have adopted? As we see no insurmountable difficulties in the way, we know of no reason but a morbid attachment to old forms, or a lack of interest in our schools. How unworthy motives to stand in the way of our children's good, and our own advancement and prosperity! Nothing but pecuniary inability can excuse the town for such a refusal and indifference, and we are sure this cannot be urged. We feel it to be our duty to call the attention of our citizens to this matter, and to earnestly urge their adoption of the graded system, or to recommend the three town districts, the north, middle, and south, to form a union district. Let minor difficulties be overcome. Let some sacrifice be made, if need be, to secure such desirable results. It will pay.

The one great want of our schools, under our present system, is classification. There are too many classes, too many pupils in one class, and there are represented in the same class too many different grades of advancement. It is true that there is always a difference in the attainments of members of the same class; but when this difference is so great as to be a hindrance to the progress of that class, then the classification is at fault. Now how can this evil be remedied? Certainly not by the teacher. If there are too many in one school he must do as he can, not as he would. Do not charge your teacher with any deficiencies as long as he is powerless to do effective labor. We know of no way by which this and other evils can be corrected, but by a change of system. We are aware that this subject has been before presented to the consideration of our citizens; but we cannot refrain, so important do we deem it to the future welfare of our schools, from urging it here and now; and we hope that at an early period, this much needed change will be made, that our schools may be on the right basis, and our children enjoy equal advantages with others.

Music induces a taste for high and pure enjoyments, and is a safeguard against temptation. It is a moral educator of great power, and on the mind of childhood cannot fail to produce salutary and beneficial impressions. That system of education is the best which draws

out the whole mind, and that is the highest which educates the moral nature as well as the mental. We ought to throw every possible safeguard around the virtue of our children. Introduce vocal music into our schools; appropriate money for it if necessary. Society and the community will be the better for it. Place an instrument in every school where it is practicable to use one, to aid in singing.

School Committee.—AARON COGSWELL, EDWARD P. KIMBALL, JOHN R. BAKER.

LAWRENCE.

School Children Employed in Manufacturing Establishments.—The arrangements made by the committee last year, at the suggestion of the agents in some of our mills, to enable children employed in manufacturing establishments to work one-half of each day, and attend school the other half, as set forth in the last annual report of this committee, were but partially adopted in this city. But one remark has been heard in reference to the trial, where it has been made, and that is, that it was a much easier plan to adopt, and much better in its results both for the employer and the child, than was anticipated.

The difficulties growing out of the enactments of the legislature of 1866 upon this subject, which were the immediate cause of the adoption of this plan by the committee, were met by the legislature of last winter, and chapter 285 of the general laws was passed in the session of 1867.

Massachusetts is thus fully committed to the policy of furnishing to all the children in the Commonwealth the means of an elementary education at the public expense, and requiring that the education of the children, for whom this liberal provision has been made, shall not be entirely neglected.

One of the great educational problems of the day in this State is, how shall this policy be so carried out as to secure to every child, whether he and those having the charge of him desire it or not, an acquaintance with the fundamental branches of learning, the rudiments of a good practical business education?

Every city and town must, under the laws of the State, to a very great extent, decide this question so far as it relates to all those residing within their respective limits. It is one of the duties of the school committee to consider it and to provide for its solution. To assist us we have the Public Day Schools, the free Evening School, all Private Schools that teach "the branches taught in the Public Schools," the truant and police officers. Many means to attract; some to compel. It is easier to draw the multitude than to drive them. The more attractive and desirable a popular education can be made, the fewer

there will be who will not seek it of their own accord, and upon whom the requirements of the law must in some way be made to bear. All are not required to attend the Public Schools, but all must do this or be furnished otherwise with the means of acquiring the branches taught there.

The children in this city who work in the mills, are coming from the mills to the schools at all times in the year, that they may attend school the length of time the law requires, and then return to their work again; much inconvenience is thus caused to the schools, and these scholars themselves suffer many disadvantages; they do not usually find classes of the same degree of advancement with themselves, and must enter a class either above or below their present attainments; besides, the course of study prescribed for the regular classes in our schools is not calculated to be of the most practical benefit to those who can attend school but a few months in each year. The subject of establishing a school especially for such scholars has been before the committee and referred to a sub-committee for investigation.

The Middle Schools suffer more than any other schools in the city from the continual going and coming of those scholars who work the greater portion of the year in the mills. Few of these ever get beyond the Middle Schools, and many of them not even beyond the Primary Schools. A very large proportion of them would not enter the schools at all if they could obtain work without complying with the law; and, as it is, it is not an uncommon occurrence for a child, under fifteen years of age, to be sent out of the mill to attend school three months, who has up to that time so far been deprived of the means of education the law provides, as to have been kept constantly at work for four or five years without seeing the inside of a school-house.

Important as are our manufacturing and mechanical establishments to the welfare of the community, the proper education of the children employed by them, is of greater importance; and so the high-minded and public-spirited officers of these establishments feel it to be, and it is largely owing to their commendable efforts that the law is so well observed as it is. But experience has shown that a law upon this subject, in order to have the wisdom of its provisions felt by all, and its spirit observed, must be definite in its requirements, and not without a penalty attached to its transgression.

Truancy.—While we remember how necessary it is for the welfare of the community, and of themselves, that the children that work should be educated, we must not forget that it is still more necessary that those who do not work should be. Those that work are learning

habits of industry and punctuality, and the secrets of some trade, which will do much towards preparing them to be useful members of society; but those that do not work, that loiter in the streets and congregate with the idle, learn very little, if anything, that is good, and an incalculable amount of evil. These are they that are preparing for our poor-houses and our prisons, where, to say nothing of the evil influences they will have exerted, and the wrongs they will have perpetrated, it will cost the community more to collect them and to keep them, than it would have cost to have gathered them while young into our schools, and to have kept them there.

Again, in securing the education of the children that work in the mills, we have the co-operation of most of the agents and officers in these establishments; but in securing the education of truants, we can count only upon the co-operation of the teachers, and the officers of the law. Parents are so prone to shield their children, especially in vicious practices, which they themselves allow, that the duties of a truant officer are sometimes very great, requiring much wisdom and self-control, as well as ability to influence parents and manage children.

Sometimes kindness and patience will accomplish the end desired; sometimes sternness and energetic action seem absolutely necessary.

Occasionally, a combination of adverse influences will greatly multiply the number of truants, and increase the labors of truant officers, until both teachers and officers are almost discouraged in their efforts to bring all the children into the schools. Still, in this, as in every effort for the public good, nothing remains but to toil on, doing what we can, if not what we would.

We again express our regret, that we have no other place for the confinement, when necessary, and instruction of truants, and children however young, that have been guilty of petty crimes, except the house of correction and the jail. Several plans, as set forth in recent school reports, have been formed during the last few years to meet this want; but no one of them has yet been tried. The want remains, and becomes more imperative as the city becomes larger.

Free Evening School.—A free evening school, for the instruction of persons over fifteen years of age, is still held during the fall and winter months, in the rooms fitted up for this purpose, in the basement of the city hall.

This school has been, from its commencement, under the especial charge of Rev. George P. Wilson, city missionary, and probably has accomplished more this year than any previous year.

Most of its corps of twenty-four teachers have taught in the school before, and have thus acquired some experience to assist them in meeting the requirements of such a school. Nearly two thousand persons

have learned in this school enough to be of some benefit to themselves, and make them more useful to others. Very many have learned here both to read and write, and some also have acquired a fair practical knowledge of the fundamental rules of arithmetic.

The school having accommodations for three hundred and twenty-five pupils, opened the present term with three hundred and seventy-five, and thus far appears well, though crowded.

Secretary and Superintendent of Schools.—G. E. HOOD.

LYNN.

Whenever teachers have failed to come up to that standard of excellence which we have endeavored to maintain, it has been our policy to help them so, if possible, by such suggestions and advice as the particular case might demand, or as we thought to be fitted to bring about the desired improvement. We have deemed this course to be better than a summary dismissal, in case of a teacher's failing to give satisfaction. Experience has fully confirmed the wisdom of this practice. Some of the best teachers in the city could be mentioned as among those, who, in the outset, did not give to the committee entire satisfaction. Aptness for teaching does not always immediately develop itself. In their case, the ability to instruct was a thing of growth, and acquired, like skill in everything else, only after some practice. We make this statement, in reference to a matter of policy, for two opposite reasons: First, as an answer to those who sometimes censure the committee for retaining teachers in the public service, after the people of the neighborhood, judging from uncertain hearsay, have condemned them as incompetent, and thought them deserving of dismissal. Secondly, to assure the friends of any teacher dismissed, that the action of the committee has not been hasty or severe, but taken only after a fair trial, and when they were persuaded that the good of the school, where the teacher was employed, required a change.

At first thought, it may appear that the work of teaching in our Primary Schools is an easy one, requiring no great or superior qualifications in those who are appointed to do it. The instruction to be given is so simple and rudimentary, that, it is often thought, the smallest educational acquirements are sufficient to qualify one for the work. Need we say that such a notion is a mistaken one, or that the reasoning, upon which it is based, is very superficial and unwise? The Primary Schools lay the foundations of education. According to the value of the superstructure should be the care, skill, and thoroughness with which the foundation work is performed. It should not be

intrusted to rude and ignorant bunglers. The best education and the highest culture, joined to the most conscientious fidelity in applying them, are none too good for this important work. We believe that character receives its permanent bias and tone at a much earlier age than is generally supposed. Instead of seeking for its determining causes in the period which stands between the ages of fifteen and twenty, we locate them in that which fills the space between five and fifteen. We wish, therefore, that the teachers of these little ones should impart to them other instruction besides that contained in the text-books, and that they should endeavor to educate in them the moral as well as the intellectual faculties.

The law regards the teacher as standing to the pupil "*in loco parentis*," in respect to certain things. We would have this idea of the law expanded, so as to embrace much more than discipline or care of the deportment of the pupil, while in the school-room or on the school grounds. Whatever of moral and intellectual culture may be received by a child from a refined and gentle parent, that we would have the children of our Primary Schools receive from their teachers. Some of these children come from homes in which the pure and holy ideas of parentage and parental character, as we conceive of them, have scarcely any existence in fact. Coarseness and profanity, vice and uncontrolled passion, are witnessed in them, instead of refinement and pure speech, temperance and self-control. The defects of such wretched homes,—the deficiencies of rude and brutal parents,—we would have supplied, when they exist, in the school and in the teacher. Let not the childhood of any of these little ones remain unblest by what may be called right parental influences. If they do not enjoy them in reality at home, let them have at least the semblance of them in the school-room, that the memory and power of them may not wholly be absent from their lives.

This is a subject of the gravest importance in a country like ours. Government by the people is undoubtedly a fine thing, provided the people are good and intelligent. But if they are not, it is the worst kind of government in the world. Suppose them to be ignorant and demoralized, so as to become the easy tools of wicked and ambitious men; suppose that every avenue of reason and intelligence in them is closed, so that though a flood of light is poured about them, not a single ray can penetrate their darkened minds; suppose them so insensible of their duties as citizens, and so unmindful of their obligations to the State, that they are influenced more in the elections by appeals to base passions than by considerations of right, what will save the republic from evils worse than ever afflicted the subjects of a despot?

Give to the children of this generation a noble education,—place

them in the care of teachers of refinement and intelligence, who, taking them at an early age, shall exert upon them the power of a pure personal influence, joined to right instruction, and they will grow up into men who shall be able so to use the privileges of citizenship as to make government by the people the safe, beneficent, stable thing which the founders of the republic conceived it to be.

But, in addition to the moral effect which we desire thus to secure through the agency of our Public Schools, which calls for a superior class of teachers, even for those of the primary grade, considerations of a more purely educational nature require that in the selection of teachers for these schools, we should be careful to have such as are really accomplished and well educated. Take, for instance, the matter of correct pronunciation. Unless this is acquired in childhood or early youth, it is quite probable that it never will be. We have known men who might, without much mistake, be called well educated, men of considerable intellectual acquirements and sound mental discipline, who make themselves sometimes ridiculous, on account of a certain uncouthness in their pronunciation, which they never could so far get over as not to fall into it whenever they forgot themselves in rapid or excited speaking. They acquire the fault from illiterate parents or early associates; it was never corrected, as it should have been, by right instruction and faithful training from their teachers, until it became so inveterate as to be almost incurable.

The Prolongation of the Committee's Time of Service.—According to our present municipal regulations, which are at variance in this respect with the General Statutes of the State, the members of the school committee are elected for one year only. We consider this departure from the law on the statute book an evil. The efficiency of the board of school committee is much impaired by it. It exposes the board to an entire change in its membership every year, and it allows to individuals to whom members of the committee, in the faithful discharge of their duty or otherwise, may have given offence, an opportunity for the indulgence of petty spite in trying to defeat their re-election,—whereby, the public service is greatly injured. It requires time and experience for one to become efficient in the school committee. The longer one serves upon it, the better able he is to do it, and the more valuable his service is to the public. This is why the law of the State fixes the period of his service at three years. The city, by disregarding this law, throws its school department into confusion every year. Members of the committee, finding their work onerous, decline a re-election, as they can do it without reproach at the end of the year for which they have been elected. Whereas, if

they were elected for three years, they would patiently serve through that whole period, rather than resign, before its expiration, a place which they have consented to accept.

Chairman.—ALBERT H. CURRIER.

LYNNFIELD.

At the last annual meeting of the voters of the town of Lynnfield, the following resolutions were unanimously adopted:—

Resolved, That the thanks of the town be given to General Josiah Newhall, now declining a re-election to a position on the school committee, filled by him twenty-two years, for his earnest, faithful and long continued labors in the cause of Common Schools in this place.

Resolved, That this expression of gratitude be engrossed on the records of the town.

The District System.—It is proper to remind the town that the district system has not yet been abolished, though some of its evils have been obviated by committing the hiring of teachers to the school committee. The reasons, *pro* and *con*, are about as follows:—

Reasons usually urged for the district system.—1. The prudential committee is more likely than the school committee to be interested in the school in his own district, to know its peculiar wants, and to care for them.

2. Districts will have more pride and interest than towns in securing proper school-houses and school-furniture, and in caring for them.

3. The citizens, in each district, are taxed for only their own school-house, school-furniture and repairs, while under the town system, they may be taxed to help other districts.

4. Poll-tax-payers will be exempt from taxation for school purposes beyond the amount of poll-tax allowed by law.

The first reason is met in this town by the fact that one member of the school committee is invariably chosen from each district. The second assigned reason is probably not true. Observation suggests that town property in houses, &c., is usually better, and better cared for, than district property.

Reasons against the district system.—1. Prudential committees are constantly changing,—it being a feature of the district system that each man shall take his turn in an unremunerative and irksome service. This prevents the experience gained in the past from assisting in the future. On the other hand, the school committee are by law more permanent, so that they gain a wider acquaintance with the wants of schools, the best methods of conducting them, and the proper qualification of teachers.

2. Under the more permanent committee, there will be more unity, and better system in the conducting of schools and the expenditure of funds, than under a committee constantly changing.

3. The school committee are held to a rigid accountability for the expenditure of the school money. An oath is required of them that it has been used only for certain specified purposes; and the town cannot receive the State fund aid till the oath is made. It is inconvenient to all concerned, that the committee should have to make oath to what other persons, who have expended the money, and perhaps kept very unsatisfactory accounts, have done. Such things are liable to occur.

4. Repairs in school-houses, furniture, addition to the number of teachers, the purchase of needed apparatus, &c., can be made without the trouble of district action, and separate assessment of taxes.

5. The town might secure more easily a system of graded schools.

6. By the law no town can receive the seventy-five dollars from the State school fund after the distribution in 1869, which shall not have abolished the district system.

These are the reasons for and against the district system, as they have presented themselves to your committee. It appears to them that they are sufficient to justify the town in abolishing the system.

School Committee.—M. B. BOARDMAN, CHAS. W. H. CONEY, GEO. L. HAWKES.

MANCHESTER.

Many have the mistaken idea that the sole object of education should be, filling the mind with a medley of facts with little or no regard for method; storing the mind with knowledge, they call it. A more important object than that even, should be to train and strengthen the mental faculties by a judicious course of study, and to give greater force and a wiser direction to the intellectual energies. This should be aimed at alike by the infant school, and the highest institution of learning. To accomplish this, we should endeavor, while the pupil is committing to memory certain facts or principles, to obtain something higher; we should seek to form correct habits of study, and at the same time endeavor to expand the mind, and enable its faculties to operate with energy and effect.

In other words, the pupil should be taught "how to study;" and how to acquire the power of subjecting the mental faculties to the control of the will, thus enabling the mind to apply itself, at any time, to a given subject, and hold it there, for a considerable time, to the exclusion of others. When a person is able to do this readily, he can be truly said to have a well-disciplined mind. But, to obtain this

result, the proper training should be commenced early, and be carried on in a systematic manner.

In some of the schools vocal music has been a regular exercise. Some may object to this, thinking it "a waste of time," and ask, "of what use is all this singing?" Would that it were in every school; for, in addition to its cheering and refining influence, it is not unprofitable. Children in the school-room require frequent relaxation from study; and as the attention, particularly of young children, can be retained for only a short time on any subject, a most pleasing recreation can be found in singing; and from being dull and sleepy, or peevish, the mind is aroused to new activity and cheerfulness, and is in the best condition for receiving new ideas. It is also a help to discipline, since it tends to drive away the bad feelings and discouragement so apt to occur in the school-room; and in their place we have a happy and contented spirit, in the highest degree conducive to good order. The teacher also needs, at times, the cheering influence of music, and is also relieved in mind and body; for singing draws closer those who participate, engendering the kindest feelings between pupil and teacher.

It is believed that instead of interfering with the studies, on the contrary, by affording relief to the mind when weary, it enables the student to advance more rapidly than without it.

In this connection, much might be said in favor of occasional gymnastic or calisthenic exercises in the school-room. Comparatively few can sing; but all can join these exercises who have hands, feet, &c. In addition to giving physical health and vigor, they learn the pupil how to stand or walk gracefully. The use of them is of great value as a means of helping discipline. Such exercises judiciously employed, will actually give rest to the weary muscles, and tired brain, by causing the blood to flow more vigorously to all parts; and, as a sequence, the mind is better fitted for receiving impressions than before.

There is no doubt that more can be accomplished in school by a judicious use of physical and musical exercises than can be done without them. It really seems as if six hours a day were too much time, especially for the little ones who attend Primary Schools, to be spent in study or in the school-room, but if they must be there so long, give them a chance, occasionally, to throw off a little of the surplus vitality of childhood in such innocent, harmless ways, and the good results will more than compensate for any imaginary bad effect or loss of time.

School Committee.—G. A. PRIEST, T. W. SLADE, A. E. LOW.

MARBLEHEAD.

Prominent among the forces which "help every man to help himself," which pervading the body politic like leaven, uplift whole masses of men and women, giving them that divine courage which makes each in his or her own confidence the peer of everybody else, is education! This truly and essentially democratic force comes to all alike and says to each, "you too are an equal child of the republic!" Education alone, and that of the most thorough character, extended to all without stint, can make the trial of self-government at the last a complete success. This is the secret influence, gaining a foothold in the Old World, rendering insecure the permanence of thrones, and denying the "divine right" of hereditary monarchs to rule the nations. Despotism's last refuge is with that people whose faculties are untrained and undeveloped, and upon whom ignorance settles her inheritance.

The history of a year in the life of our Public Schools would seem to the careless observer only the repetition of previous years; the same steady current bearing on its surface childhood blooming into youth and ripening into manhood or womanhood. It is all this, and much more! It is the product of all the past; the combined forces of intellect trained by mental discipline, silently but surely working out the mission of civilization for the oncoming generations. On us is devolved the duty of guarding and reinforcing the influences which the genius of the State contributes by law, the energy and wisdom of the community by money and superintendence, the faithful teachers by self-exacting toil, and the pupils by earnest application of mind and heart to this important preparation for the world's service spread everywhere before them. Each of these elements, the State, the town, the teacher, the pupil, combine in harmonious effort to secure the grand result; and the delinquency of one imperils the success of the whole.

Other departments of municipal interest have grave and important duties. To sustain what the past has gained for us in wealth and convenience, to protect from fire and pestilence, to conserve the peace and secure life and property, to tenderly cherish and support the poor, all these and more of similar duties, are divided by the wisdom of the State among several other boards of public officers. To the school committee is committed the sacred responsibility of fostering the development and education of your children,—of shaping and giving impulse to the material from which great communities are formed, wisdom accumulated, health promoted, equality secured, and poverty prevented;—a duty which in its highest doing confers honor, or failing to be done, covers with disgrace all through whose indifference

and neglect the failure is accomplished. We admit that we are prominently responsible, but no man or woman throughout the town can be wholly without credit or blame, as the good cause prospers or fails.

From this view of the subject, every thinking person sees at once that money merely, can never express to a community the value of efficient Public Schools. Not more surely do the clay and the iron mould into forms of use and beauty in the hands of cultivated artisans, than do the minds of those who are to give character, energy and impulse to our future, crystallize into powerful influences in our free schools. There is no limit but the bonds of a town's resources, which may not be adventured for such a beneficent purpose, and the poorest town in the land makes its wisest investment when it shares its last dollar to make its children wiser and so freer, than the generation before them. It is the only way by which it can escape the unenviable notoriety of being the "poorest." That young western State, with her highways and railways yet unbuilt, her institutions yet unestablished, which by an article in her constitution compels the schooling of her children under penalty for neglect, gives evidence of Pilgrim blood, and lays broad and deep, the foundations upon which an empire consecrated to freedom and progress can securely rest.

HIGH SCHOOL STUDIES.—The course of study in the High School comprises four years, including the following studies; at the close of which the graduate will receive a diploma:

First Year. Arithmetic: Greenleaf's Common School. United States History: Quackenbos. Rhetoric: Quackenbos. English Syntax. Latin: Andrews and Stoddard's Grammar and Reader. Hillard's Sixth Reader.

Second Year. Algebra: Robinson. Rhetoric. Latin: Hanson's Prose Book. French: Otto's Grammar. Natural Philosophy: Quackenbos. Chemistry: Youman. American Literature: Cleveland.

Third Year. Geometry: Davies. Chemistry. Physiology: Hooker. Botany: Gray. Latin: Hanson's Book of Poetry. French: Fassel's Reader and Napoleon. Astronomy: Olmstead. Literature of the 19th Century. Universal History: Wilson.

Fourth Year. Astronomy. Universal History. Natural History: Hooker. Mineralogy and Geology: Hooker. Latin. French. Constitution of United States. Old English Literature. Arithmetic. Didactics.

School Committee.—W. B. BROWN, BENJ. R. ALLEN, WM. GILLEY, JR., JAS. B. BATCHELLER, BENJ. P. WARE, N. P. SANBORN, THOMAS FOSS, S. HATHAWAY, S. P. HATHAWAY, JR.

METHUEN.

The better the government of the school, as a general rule, the greater will be the intellectual advancement. And by good government we mean, in this connection, not the most perfect order or the strictest discipline, but that influence which causes the pupils to do what is right and avoid what is wrong, of their own volition, without the appearance of any external influence. The best government is that which appears to govern least. And yet, to bring about this result, severe measures are often necessary. It is because there are those who are almost insensible to kindness (to the shame of human nature be it said,) that physical force must be called in to keep them in subjection. No one will take the ground, that communities of men can be controlled without resort to punishments, and those often of great severity. A school is an undeveloped social community where can be discovered all the traits, passions and motives that govern the race, and which are to be controlled in the same way as a larger community. Very few estimate how much our reputation as an order-loving, law-abiding community, is due to the habits of obedience to law, and of self-restraint acquired in the little community of the school. Indeed, we are not sure but that they are nearly as valuable to the State as the mental discipline and knowledge gained.

But we would not favor the free use of corporal punishment or great severity. A severe teacher is never a good teacher, and we believe it is necessary to inflict bodily punishment but seldom. The certainty that punishment will surely follow intentional wrong-doing, will generally prevent its commission.

School Committee.—JOS. S. HOWE, S. G. SARGENT.

NAHANT.

Education, like charity, begins at home; but unlike charity, never ends there. Very many persons suppose the whole duty towards a child is discharged as far as getting an education is concerned, if he is sent to a good school, required to be regular in attendance, correct in his lessons, good in his deportment; this is very well and cannot be too highly commended, yet it is not all. The child's education commences from the cradle, and its home is a "school" more potent and exerting a deeper, a more lasting impression upon its young and plastic mind than the "school" established by the laws, at which it is compelled to go at a tender age, very often most unwillingly, after the novelty wears away, and it is very natural that the child should be thus educated, for the home surroundings and influences take a deeper

hold upon his interest than does the dry process of learning his letters and wearying mystery of spelling.

How to make the Primary School more interesting and attractive, therefore, making it a resort to which the child shall go with the greatest pleasure, becomes [a serious question, and one that attracts great attention among the friends of education.

The introduction of object lessons and "exercises" are moves in the right direction, and others will follow until the "old system" will be revolutionized wholly as it now is in part. Who that has arrived at middle age cannot look back with vivid remembrance upon the many weary hours he has passed sitting in the straight-backed seat, or seat with no back, often with feet not touching the floor, until every bone in the body ached; yet was obliged to sit there six hours a day, scarcely daring to move, except when called to the class or at ten minutes "recess," and who did not wish the "recess" lasted all day? We can safely say that since the introduction of drawing at the board, "exercises" and object lessons so far as adopted, have been met with happy results in the increased interest with which the children now attend our Primary School.

School Committee.—WALTER JOHNSON, JOHN E. WHITNEY, F. E. JOHNSON.

NEWBURY.

Natural tact in the management of children and a facility of communicating information will do something towards keeping a good school, but more is accomplished (when one has a good conception of what is really required,) by a thorough consecration of one's self to the work—a firm resolve to do all and bear all within one's power to merit success, to let no small duty go by unnoticed and no large one suffer from lack of will to perform it. Few truly good schools are the result of aught save patient, unremitting toil.

Yet we would not appear to place too much of the responsibility of our schools upon the teachers. An equal, if not larger share should be borne by the surrounding community. Every care taken at home to have our children really well-bred is an aid towards keeping a good school. Every neglect to repress all that is unmannerly and vicious at home tends directly to the injury of our schools. Very much also depends upon the social aspect with which a community meets a teacher. If one is met cordially and made to feel that all have an interest in her success, that though her best efforts will be required, still charity will be extended to errors of judgment and leniency be the rule if a wrong action is done upon the impulse of the moment, then to succeed is comparatively easy.

But if a district or community is disposed to be critical and stand aloof from giving aught of moral aid and support until one is proved to be superior—if there are self-constituted monitors around, who seem to watch sharply to detect every error of judgment or will, and to make haste to publish it widely abroad, then to succeed requires more moral and intellectual stamina than usually falls to the lot of mortals.

School Committee.—WILLIAM LITTLE, JOHN H. CALDWELL, JOSHUA S. GAY.

NEWBURYPORT.

Discipline.—Success in teaching depends in a great measure upon the effectiveness of discipline. This should not be harsh and partial, but kind, considerate, constant and firm. We are happy to speak of the general good order which has prevailed in our schools the past year. It is worthy of notice that in many instances the obedience of a fractious pupil has been secured by a free conversation between the teacher and the parent. This course we would commend and encourage. We are persuaded that nine-tenths of all the difficulties of the school-room could be adjusted with great ease, if teachers and parents only understood each other. But few of our teachers are personally acquainted with the parents of their pupils. And in this respect, we fear that in our cities and larger towns our educational interests are losing ground. We would have our teachers know the parents, for only in this way can they secure their confidence, esteem and hearty co-operation. With every parent who is thoughtful of the interest and success of his children there can be no calls more welcome than those of their instructor. But the cordiality must be mutual. The parent in any case of misunderstanding should go directly to the teacher, and learn from him all the facts. It must be seen by every parent, that the school, like the family and the community, has its recognized head. There must be rules for the regulation of study and deportment, and these rules must be enforced. Every wise parent will act in harmony with a kind and judicious teacher in effecting this desirable end. We would therefore recommend to our teachers, in all cases requiring severe punishment, to inform the parents of the nature of the offence. No definite rules in this matter can be prescribed, but the instructor who is apt in teaching and has a knowledge of human nature, will be a rule unto himself.

School Committee.—S. J. SPALDING, WM. H. MERRILL, STEPHEN PEABODY, ISAAC P. NOYES, WM. E. CURRIER, A. W. MOONEY, THOMAS BORDEN, COLBY LAMB, ROBERT COUCH, DAVID WOOD, E. P. CUMMINGS, WM. J. CURRIER.

NORTH ANDOVER.

Deportment.—The deportment of the scholars has been uncommonly good in all the schools. Most excellent order has generally prevailed. Very few cases of corporal punishment have come to our notice. We should be glad to know that no teacher is obliged to resort to this method of correcting children. We are sure that the teacher of the High School has had no occasion to use it.

We hope that our teachers will try every other method of discipline before using this. Some of the foremost thinkers of this age contend that corporal punishment ought to be abolished from our schools. At present our opinion is that it should be used sparingly. Most scholars are easily governed by mild, gentle means; a kind word has great influence; only when these do not prevail would we sanction corporal punishment.

For the Committee.—CHAS. C. VINAL.

PEABODY.

Common Schools aim at the spread of knowledge,—High Schools at the pursuit of it. Massachusetts, in her wisdom, supposes that in towns of five hundred families, or more, there will be as many as will fill a school of those who desire to extend their studies beyond the ordinary limits. She determines to afford the opportunity. When towns, anticipating this design, make generous provision and ply their youth with inducements to pursue a liberal education, the High School opens not its doors in vain. But the extension of knowledge, and the mental culture of our best youth, do not exhaust its influence. The High School keeps before the Common Schools an ideal of scholarship higher than their own. Moreover, as in the old colleges, the languages were called the Humanities, from the power of their studies to refine,—it is expected that the polish of an elevated discipline will equally effect both mind and manners. Certainly, a High School is working under its power, if its scholars are not above what they once were, in all that marks the gentleman and scholar. But, to say the least, to have one school entry into which is a mark of scholarship, has a salutary effect. This is daily apparent.

The vote, at the town meeting, upon the increased appropriation for school, not only put Peabody near the head of towns in Essex County—for the sum raised per scholar—but gave our schools an increased estimate of their own value; and, as we see, the effect was a deepened interest in school work. The foundation of success is in means,—in the generous use of means. Without the means to hire

and retain good teachers, we have no right to expect good teaching. But, having better teachers than ever—for every year's experience adds to a teacher's value—and better means of encouraging them, we have, as a natural result, better schools, and better scholars. Primarily, then, the town has itself to thank for the growing excellence of its schools.

Every school aids education when it is pleasant to the eyes, and a place to be desired to make one wise. The best cure for truancy and "staying out," is to have what induces attendance and "staying in." One hardly wonders that so many children escape from a forbidding enclosure when they can. Many ask leave to work rather than go to school. And how many oppose the opinion, that weeding an onion bed presents attractions not offered by a seat on a bewhittled plank, with a perspective of aged and infirm plaster, white-washed in its infancy, and left to grow in purity, as it grows in years.

We know not how it has come to pass; but, during the past year, in three of our schools, there has been a plain tendency to—we will not say organized, but—united insubordination. Perhaps the discussion in the legislature, upon the prohibition of corporal chastisement, has raised the hope that teachers would not be upheld in using more than remonstrance, to secure obedience. We have nothing to say upon this question of whipping,—not desiring to go beyond the judgment of our best teachers, and having no peculiar theory of correction to uphold. But we must bear this testimony, that some degree of bodily correction has not been out of place. Indeed, one school we suffered to be closed a few days before its time, because it had not what a certain school in Vermont has just reported itself in need of—a *musculine male teacher*. Should the time come when teachers are forbidden to use the rod, we suggest that leave be still left them to take offenders "into the entry," and as much liberty also granted, as will permit an application of the traditional couplet,—

"When taken,
To be well *shaken*."

Committee.—WILLIAM M. BARBOUR, FITCH POOLE, AMOS MERRILL, OSCAR PHILLIPS.

ROCKPORT.

It is with pleasure that we are able to announce to our fellow citizens the fact that our schools have, during the school-year now about to close, given evidence of decided prosperity in the acquisition of knowledge, and of a great improvement in the important matter of discipline,—an improvement not made by the infliction of corporal

punishment, or the exercise of undue severity, but by impressing upon the mind of such scholars as are inclined to disregard the authority of the teacher, the fact that their continuance in school depends upon their compliance with the rules and regulations of the same. While it is generally admitted that order and good discipline are necessary to the success of a school, there are some persons who are ready to find fault with any mode of punishment made use of by the teacher for the maintenance of good government in school, if that mode happens to be applied to their children.

Your committee cannot refrain from expressing the opinion, that the greatest hindrance to the complete success of our Public Schools is found in the indifference manifested by too many parents in regard to the education of their children. The most casual observer cannot fail to discover the baneful effects upon a school produced by a collision between parental instruction and school government. We would urge upon parents the importance of a cordial co-operation with the teachers in their efforts to maintain good government in school. You who have children can testify that at times you are at a loss how to govern them. How think you, would you be able to do it were your neighbors kind enough to instil into their minds the idea that you are not worthy of their regard, and that to disobey you is manly on their part? You would say that such a man or woman is not fit to live in civilized society. It should be remembered that no aggregation of mortals can be more sensitive to the breath of outside disapproval, and adverse opinion, than a public school. It feels the tarnish of every syllable of blame or distrust. The pupil who hears from his parent the expression of dissatisfaction with a teacher, takes his place in school unfitted for his own improvement, and in imperfect sympathy with his instructor. If we desire our glorious system of Common Schools to continue its manifold benefits with constantly increasing usefulness in future, there must be a hearty and cordial co-operation among all its friends, in all that tends to promote its prosperity and success.

School Committee.—N. F. S. YORK, ANDREW F. CLARK, DANIEL WHEELER.

SALEM.

Houses.—One of the first things that engaged my attention when entering upon my duties here, was the condition of ventilation. In the last year's report this subject occupied considerable space, and might in this; for it is far from being exhausted. But so variously constructed are the school-houses, and so extensive the change of arrangements implied in securing a safe and sufficient change of air in

every case, that it will be far better to leave this for some special report to the board. I will only say, therefore, that, while some minor changes have been made greatly needed at the time, no general and expensive ones have been attempted. In a large number of the school-rooms the main practical resort for a change of air still is to lower or to raise the windows. Nor is this, when carefully and timely managed and having regard to the state of the outer atmosphere, a very objectionable way. It is the thoughtless and irresponsible manner in which the thing is done, that causes serious risks of taking severe colds. At a reading in Boston not long since, on a winter's night, many persons were seated in a strong draft of cold air, while the temperature of the hall was very warm. Two prominent citizens laid the foundation of the disease that caused their death in that evening's exposure. Practically, an inconsiderate teacher neglects the temperature of the room until the air is vitiated and uncomfortably hot, and then, while the children are heated and sensitive, drops a window to save time or trouble, so as to pour upon their unguarded heads and shoulders a small cataract from the fresh and chilling sea without. The consequences are sometimes distressing; thankful should we be that so many escape what all do not. It ought to be understood that a moderate and almost imperceptible change is the only true wisdom; and while we are obliged to resort to the same apertures for both light and air, great judgment in admitting the latter should be exercised.

In this connection also you will allow me to suggest through you to any future building committees the great advantages, both in point of economy and convenience, which may be derived from the substitution of steam for the present hot-air draughts by which we warm our school-rooms.

One of the most serious practical difficulties in uniformly warming several rooms by the same furnace, arises from the fact, that the elevation of the floor of the room above the furnace, and the pressure of high winds without, often give one or more apartments great advantages over others. If a wind blows strongly on the north-east side of a house whose rooms look partly toward that quarter and partly toward the south-east, the latter will get a much larger part of the furnace heat than the former. If two hot-air pipes open upon the floors of two rooms, one in the second and the other in the first story, the upper one, without the greatest care, will receive an undue proportion of the warmth, on the same principle that tall chimneys draw much better than low ones. Now in all large school edifices containing several rooms this difficulty exists, and it causes no small trouble. Coils of pipe conveying into each room a proper amount of

steam afford an almost perfect remedy for this state of things. One of the finest houses in a neighboring city distinguished for its superior school buildings, heats thus with ease sixteen well-sized school rooms at a greatly diminished expense. In another city, which a few years since used furnaces exclusively, steam-boilers are now as extensively used in its large edifices, and the authorities would as soon substitute coaches for the locomotive as return to the old system which they have discarded.

The large number of minor repairs arising from defects in some parts of the original construction of our school buildings, and sundry inconveniences that should have been avoided in some of our recently constructed school-houses, will pardon my suggesting in this connection certain principles that should always be kept in mind when erecting a building for educational purposes.

First, its cellar or basement should always be of good depth; say, eight or nine feet.

Second, its passages should be direct and well lighted—a particular in which the Bentley School is faulty, good as is its general construction.

Third, the rooms should be at least fourteen feet high, both for the sake of warmth and air.

Fourth, they should be lighted through windows well down towards the floor, and never opening upon the quarter towards which the pupils face.

Fifth, the heat should not pass into chimneys in the outer walls but be utilized by passing up the smoke-pipe through the hall or passages.

Sixth, roofs should have as few inequalities as possible.

Seventh, the yard should be so constructed as to admit of being closed against all but school uses.

It would be easy to add many other suggestions to this particular enumeration, but is hardly desirable.

Primary Schools.—Every visit made to these interesting schools impresses me more deeply with their importance in our system. The imperfect development of the physical and mental powers of the children here gathered, and the readiness of those powers to take on habits of mind and body that may be of life-long permanency, render their proper training of the highest import. The fact that many of them receive in these schools their first ideas of what is orderly, industrious, systematic, prompt; that the forms of correct expression and distinct utterance, that the earliest, simplest efforts of the undisciplined intellect, and the moral and conscientious perceptions here awake to activity, is enough, duly considered, to make every thought-

ful teacher feel that her task is a responsible one, and, if unhonored with observation of men, not forgotten of Heaven.

Of all classes of schools, the Primary have most need of utensils that strike the eye and enlist the errant observation of the young. I suppose the day for globes, and cabinets, and simple philosophical instruments, and models of cities and provinces, has not yet come; but think that drawing illustrations, reading and spelling cards, pictures of animals, color charts, numeral frames, and maps of a simple construction, are here, or close at hand.

What is the best method to teach young children to read? is a question easier asked than answered. Hard strained tones, hesitating and indistinct utterance, and, when not these, formal, monotonous calling of words, probably characterize a large part of the attempted reading of the youngest, nay, of many older schools. This defect certainly is not the natural and inevitable destination of all who go to school, we may hope. It arises partly from timidity; partly from weakness of the articulating organs; very much from uncertainty as to the word or sentence to be read; partly, too, from being allowed to become a habit. For the purpose of experimenting, a little manual was introduced into two rooms in Primary Schools containing the alphabet and youngest scholars, to see what could be done by the process of reading words unspelled. The experience of the teachers who have tried the scheme is favorable to it as a way of learning to read with natural readiness, and the avoidance of heavy drawling tones, but less so in regard to facility of spelling—a result which we might have expected in the latter particular. I cannot help feeling, what I have often expressed before, that we must help these young children very much to become familiar with the words of the lessons and their meanings, before we can expect them to read naturally; and to this end we must give much class and individual practice upon familiar and unfamiliar words, so that, “like airy servitors,” they may be used with readiness when the eye of the pupil meets them in the lesson, or on the board. In fact, it may be briefly said that the most valuable “helps to read” are a good blackboard and a will to use it.

Grammar Schools.—What should the Grammar Schools aim at? Shall they labor for the reputation of sending the largest and best qualified number of candidates possible to the High School, armed against all the supposable test questions that may be met there, or shall they calmly and deliberately look at the real wants of an education such as shall fit their pupils best for the demands of coming life? No one can hesitate to approve the latter as their true aim. No fancied respectability in attending a higher grade of school, should be the leading motive from which to study. To read understandingly

and easily, to apply readily the common rules of arithmetic to varied questions, to write a plain and ready hand, to form grammatical English well spelled, and detect its opposite, to know the great facts of geography, and the outlines of general and United States history, ought to make a good Common School education; better still, if we add thereto book-keeping and accounts. Yet these ought to secure admission to any respectable High School, from whatever manuals they may have been acquired. So viewed, the preparation for life and for the higher class of schools is practically the same. No teacher therefore should hesitate to aim at the highest standard in a broad sense, fearing that he shall miss the lower one of a school examination.

Truancy.—I regret to say that the evil of truancy continues greatly to embarrass some of our schools, and impair their usefulness. The causes of this are various and need not be dwelt upon. When the offence has become so common as to injure public morals and security, by filling our streets with juvenile offenders who might be saved could they be kept at school, and who certainly should not be left at large under imperfect restraint, it would appear plain that we should put into effect the power granted to cities and towns by the Acts of the Commonwealth relating to truancy.

In different calls made upon parents, I have often heard the wish expressed that some provision existed which would compel their children to keep at school, and I have no doubt they spoke their unbiased impressions. Such parents are often poor,—compelled it may be to be from home most of the day for labor,—and to look after delinquent boys is a great interruption. Had we a truant officer, with proper powers, the cases of this character would at once be put into his hands, the runaways promptly secured and returned to their schools, or, when several times delinquent, sentenced by the court to some place of commitment and discipline.

We need such a place in Salem; one where the idlers upon the streets, of a suitable school age, could be placed, if they would not attend the Public Schools, as well as truants from those schools. Such a place, and the certainty that offenders would go there, would have a twofold advantage. It would restrain many who might become truants, and reform some, all whose surroundings incite to vagabond lives. It should not be a place of mere idle confinement. Provision should be made for instruction, and, if possible, occupation. I know not any hindrance to the adoption of such a measure this year, which will not exist the next and subsequent years, and strongly hope that the proper and usual steps will be taken to give the city the advantage of both the law and the school at an early day.

Superintendent.—JONA. KIMBALL.

SAUGUS.

The art of teaching, like other arts and sciences, is progressive, and no one becomes a proficient in any science who does not transcend system, and gather for himself new truth in this boundless field of research. Text-books, which purport to contain a complete system of instruction in the elementary branches, are good, in their way, in the hands of pupils, as baits for thought and study, but never as a means of imparting knowledge. And no sooner does a teacher place one of these between his mind and that of his pupil, than he dwindles into a mere pigmy, and is lost in the fog of technicalities and words without meaning. Much has been thought, said and written, of late, by experienced educators, upon the subject of object teaching. Indeed, there seems to be an almost universal sentiment arising in the popular heart, and finding expression in all the appropriate educational channels denunciatory of a too rigid adherence to what is termed our present routine-rote-teaching system of instruction, especially in the Primary department of our Public Schools.

We would here remark that there is much which we do not approve that passes current under the name of object teaching, and much more which is inappropriate to our wants and necessities. There is a false system which makes the teacher do everything and the pupil nothing, developing distinctions only calculated for the higher walks of science—or, following the other extreme, making use of a few blocks, or a few oral lessons on objects the entire work of the day—or the committing to memory of long lessons, drawn out merely as specimens. This is the false, the counterfeit, and people do right in condemning it. But the genuine, the true system, is a very different thing, and teachers who understand it best will adopt it soonest and value it most. Its aim, scope and purpose, are practical; it employs all the most natural, therefore the best methods to secure results, and leads directly to self-help.

Says Daniel Webster, "It has become the fashion to teach everything through the press. Conversation, so valued in ancient Greece, is overlooked and neglected; whereas, it is the richest source of culture. We teach too much by manuals, too little by direct intercourse with the pupil's mind. We have too much of words, too little of things. Take any of the common departments, how little do we know of the practical detail, say of geology; it is taught by books, it should be taught by excursions in the fields. So of other things. We begin with abstracts, and know little of the detail of facts. We deal with generals, and go not into particulars. We begin with representatives, leaving out constituents. Teachers should teach things."

School Committee.—JOHN ARMITAGE, GEO. H. SWEETSER, A. B. DAVIS.

SWAMPSCOTT.

We are not satisfied now with the overbearing master of the olden time, nor with the pedagogue with his intrusive pedantry; we wish for the teacher, one who leads our minds in the paths of knowledge, drawing out our ideas and directing them aright by familiar illustrations and apt suggestions. None can be fitted for this high and ennobling work except by long and laborious preparation, that they may have that confidence in their own powers which will enable them to perform their assiduous labor with success. To secure such teachers, and to retain them, we must appreciate the value of their services, made valuable to us by the time and expense incurred in qualifying them to faithfully fulfil the duties we assign to them. In all other matters we recognize first-class ability, and pay for it, or else are content with inferior workmanship. If, then, we say we must have the best talent to instruct our children, we must not refuse the means necessary to obtain it. We have generally been fortunate in our teachers; they have been faithful and efficient servants. We only look back with regret to those occasions when lack of pecuniary means has deprived us of their services. Our State, in its beneficent care of its educational interests, provides, through its Normal Schools, a noble body of teachers, to whose well-trained minds we can safely intrust the interests of our children.

Having secured the room filled with active, inquiring minds, and the competent teacher, we come to the third requisite of good schools, viz.: an intelligent public sentiment in reference to school interests. In this we are not, as a town, up to the mark. Whereas, proper representation and careful consideration seldom fail to procure all that is necessary to provide the former, this last is of slow growth. Many hundreds of parents never visit a school except upon examination-day, and many citizens never enter a school-house after leaving it as scholars; teachers have thereby been discouraged in their labors, or crushed by misrepresentations, when frequent visits of parents and friends would have prevented it. To those who would plead lack of time, we would only say,—what private interest involving the care of your personal property do you thus leave to others? Much more should you not allow your child to be educated from year to year without showing, by personal inspection, your regard for his welfare.

REGULATIONS OF THE PUBLIC SCHOOL.

Regulations common to all the Public Schools under the immediate superintendence of the School Committee.—SECT. 1. The teachers to be at their school-rooms fifteen minutes, and in stormy or cold weather twenty minutes, before school time.

SECT. 2. The school hours shall be, for the morning, from nine o'clock to twelve, throughout the year; and for the afternoon, from two to five, from the first Monday in April to the first Monday in October; and from the first Monday in October to the first Monday in April, from half-past one to half-past four o'clock.

SECT. 3. Teachers are not to dismiss their schools or change the school hours, except by permission of the committee, nor must any recess exceed fifteen minutes.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. An excuse, written or otherwise authenticated, must be brought by each pupil, for absence, tardiness, or dismissal before the appointed hours for leaving.

SECT. 6. Tardiness, beyond five minutes, shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half day, for every school; and for every Primary School there may be an extra recess each half day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the committee, who alone shall have power to expel from the privileges of the school, and to readmit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another without previous consent of the committee.

SECT. 10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the committee.

SECT. 13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that this register be kept at the school-room, for inspection of the committee.

SECT. 14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town agent, specifying the name of the book required, the child's name, and the parent's or guardian's name.

SECT. 15. No subscription or advertisement shall be introduced into any public school without the consent of the committee.

SECT. 16. Scholars are not to be admitted to any public school without a certificate from some member of the school committee.

SECT. 17. Any damage done to the school-house, grounds, or premises, must be paid for by the parent or guardian of the child or children doing it. The "General Statutes of Massachusetts" enact, that all such wilful and wanton damages shall be punished "by a fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year."

SECT. 18. Scholars are not to be admitted into the schools until five years of age, nor until vaccinated.

SECT. 19. The above rules are to be strictly observed.

School Committee.—DANIEL W. FULLER, DANIEL P. STIMPSON.

TOPSFIELD.

The education which our Commonwealth requires looks alike to the intellectual, moral, and spiritual wants of our youth. But the efforts in education naturally more strongly tend to the intellectual. Knowledge is universally admitted to be power. If the intellect is cultivated while the passions and appetites are permitted to run wild, and no accountability is felt to a higher power, nor reverence, nor any of those traits of character cultivated, which are implied in a religious teaching, there is only a power for evil. In too many instances we have proof that the moral and spiritual wants of children are too much overlooked, and need to be more especially attended to in our schools, or they grow up immoral and irreligious,—and so the makers of our laws, looking to the best interests of society, have, by express enactments, required such instruction. It thus becomes the imperative duty of teachers to make themselves acquainted with these wants of their pupils, and to attend faithfully to every part of their education; to see that they are not only diligent in the cultivation of their minds, but are true to "whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; and, if there be any virtue, and if there be any praise," teach them to "think on these things."

Superintendent.—FRANCIS WALSH. *School Committee.*—NEREMIAH CLEAVELAND, WILLIAM RAY, JEREMIAH BALCH, ELBRIDGE F. PERKINS, JOSEPH PERKINS, SYDNEY A. MERRIAM.

WENHAM.

Discipline.—To the subject of order and discipline the committee have given considerable attention; and in their visits to the various schools have urged its importance upon teachers and scholars. Without this important element no school can prosper. Obedience to law lies at the foundation of all good character and all true prosperity, and if it is not required in the school-room, we cannot expect that our boys will become good citizens. To secure discipline, there should be the fullest co-operation and sympathy on the part of the parents. In fact, we may say that it is impossible for the teacher to do the work without this assistance. Yet how many parents there are who are perfectly willing to sustain the teacher as long as their neighbors' children are the only ones that are punished, but as soon as one of their own children is brought to account, the teacher is denounced in the presence of the child, as one of the greatest of barbarians, when perhaps the only evidence they have in the case is obtained by questioning the unruly boy, whose disobedience has placed him in conflict with his teachers. It is easy to see that such a course will do much to neutralize or destroy the exertions of the best of teachers. Much difference of opinion has arisen in regard to the use of corporal punishment in our schools. The committee are of the opinion that the great majority of our scholars can be governed by the powers of love and reason, but still there are some in all of our schools who seem to be deaf to persuasive words, proof against all moral considerations, until they become convinced that the teacher has power to compel, and is able to use it. Let there be no mawkish sensibilities on this point, but let incorrigible scholars be made to feel that the way of the transgressor is hard. We say then let the divine law of love be the leading element in the government of our schools, but let us not take from the teachers the right to use physical coercion when it becomes a necessity, for by having the power and the right, the necessity to use is often prevented. We have spoken plainly upon this subject because we believe it merits the consideration of our citizens, and if it does not receive due attention we cannot expect to receive the full benefit of our educational system.

School Committee.—N. P. PERKINS, HENRY PATCH, R. F. DODGE.

WEST NEWBURY.

Your committee are happy to be able to report that at length all our schools have good, convenient and respectable school-rooms, the new houses having been completed, and although not very imposing

or showy edifices, they are good substantial buildings, and as well furnished as the average of the best school-rooms in the State, having the most improved furniture that could be obtained in Boston. And, upon the whole, we consider these houses a credit to the town, and we think they will prove a great blessing to the rising generation. It is with pleasure that we notice the respect and care that teachers and scholars manifest for their new houses. The first one completed has been occupied for more than a year, and the teacher has looked after it so faithfully that not a mark is to be seen upon a single seat or desk, and it looks as nice and fresh as when the builder left it.

We hope that the same may be the case with all the new school-houses, and that specimens of jack-knife carving may never be seen in them. Every scholar should be as careful not to injure them as they would be of the furniture in their parlors at home. The town was certainly in a condition to appreciate better school accommodations, and we think the new houses a good investment—at any rate, your committee most fully appreciate them.

School Committee.—MOSES C. SMITH, HIRAM TOZER, WILLIAM MERRILL, GEORGE W. CARR, THOMAS C. THURLOW, D. L. AMBROSE.

MIDDLESEX COUNTY.

BILLERICA.

Our schools are the most beautiful vineyards of our beautiful town. In them our loveliest, costliest plants spring up, obtain their sustenance and unfold their bloom and beauty. From them come forth the strongest, fairest pillars for the upholding of the institutions and the honor of the town, the State, the nation. They are the hope, and the glory, and the strength of our community; for they mould the mind, quicken the thought and sustain the intelligence of the community. They are the conservative and life-giving power of the country, for in them the roots of our far-spreading tree of constitutional liberty find their nutriment and vigor. They ought, therefore, to be most liberally supported, most fondly cherished, and most carefully managed and instructed. Our children are our dearest jewels; our most sacred charge and treasure. They are to uphold our name and character. To their hands our property, our institutions, civil, educational, religious, are soon to be confided. They are in a few brief

years to be the conservators of the most magnificent republic on the globe,—citizens of a rising empire which will demand great things of its people. Is it not, then, the part of wisdom to bestow on them a sound and generous education? Is it not, indeed, the imperious dictate of humanity to give them a fair and liberal start in the world—intellectually as well as pecuniarily—and thus in some degree prepare them for the management of the mighty trust about to be committed to their hands? But are we not now doing this? Yes, truly and commendably to some extent; but let us look the subject fairly in the face and see.

With school-houses in some instances cold, unpainted, unfurnished, barnlike and baleful, without maps, globes, time-pieces, suitable chairs, desks and blackboards, weights, measures and other apparatus; with teachers, in some cases, inexperienced, immethodical; with little or no gradation of the scholars, with a winter session in one important district of only forty days, with the complexity of the old district system to prevent efficient reformation, is it to be supposed that we are doing what we can and ought to do for the proper education of our offspring? Is not Billerica an old and wealthy town? Are we not able to have a better class of school-houses? Have we not power to furnish them with apparatus, to fence and decorate the grounds with trees, and keep them all in perfect order? Cannot some of our schools be graded and thus enjoy the benefit of the economic principle of division of labor? Is it not possible for us, as well as other towns, to employ some teachers from the Normal Schools, and to retain them when they prove successful? Cannot the summer and winter sessions be prolonged, and is not a higher percentage in attendance easily attainable? Why, indeed, should not the schools of Billerica equal any in the State? We have the means, why not the will? To be sure, we now are doing well; but with our privileges ought we not to be doing splendidly? What, then, is needed? **ASPIRATION.** Or in other words, a profound conviction that the education of our children is a primal duty which we owe to ourselves, to them, to our country and our God; that our schools are capable of vast improvement; that we have the means to make it; that the real power and splendor of our town consists mainly in the intelligence and virtue of its people; that our noblest efforts are those put forth in this direction; and then a corresponding course of action,—a renovation, or rebuilding of the school-houses, employment of a higher grade of teachers, a more cordial co-operation with them in their labors and a more careful supervision of the studies, manners, morals, temper of the children. **ASPIRATION,** we again repeat, that our schools may take a new and better course, may assume fresh power, and rising from mediocrity, come to

be the first and best in the Commonwealth, and impart a sound, useful and superior education to our beloved sons and daughters.

One of the most effectual means, in the opinion of the committee, of attaining this result, will be to abolish the old district system and throw, as most places in the Commonwealth with admirable results have done, the whole school system and property into the hands of the town, to be managed by a single superintending board. Some of the advantages of such a change would be,—

1. More uniformity in the structure, furniture and repairing of the school-houses throughout the town. In this, the sparsely settled districts would receive decided benefit.

2. The proper grading of the schools, which, under the present system, is of difficult accomplishment.

3. A systematic order and arrangement of the time of the commencement and close of the terms of the schools, of the examinations, both of teachers and of scholars, of the vacations, holidays, etc., which is now almost entirely impossible to effect.

4. The services of a better class of teachers secured. Under the present system the teacher is often employed because she is without much pains "available," or because she is a relative of this or that family in the district; or because she desires to "try her hand" at teaching, and cares but little for the compensation. Such teachers sometimes do well; but this is not the rule. Teaching is an art, and not one in ten of those who try it, understand it. As it now is, the range from which our instructors are selected is extremely narrow; this one comes in for "trial;" this one for "relationship;" this one for "cheapness;" this one for "availability;" and the result is that the intellect of the child is often sacrificed to the ignorance, inexperience, or stupidity of the teacher. This is costly policy. Under the proposed system the superintending committee may select from a wider field and larger number, and thus secure a class of teachers whose services shall more effectively conduce to the improvement and high standing of the schools.

5. Valuable teachers may be retained. At the present, if a new teacher prove to be a good one, she soon receives and accepts an invitation to another town or city, leaving us to make another trial. So that our schools in some sense are the crucibles in which the inexperienced test their skill in teaching. But this again, is costly policy. The town can ill afford to sustain a school a term or two for any such experimental purposes. The minds of children are too precious to be misled by such a trial. But by the system recommended, the most valuable instructors may be retained from year to year, and the benefit of their experience realized.

6. It may be also mentioned that the town will after 1869 forfeit by law a portion of its school money from the State, unless the new system be adopted.

Without, however, suggesting other reasons for the change in our school organization, it will, we think, be evident from what has now been said, that by entering on the new plan, we shall secure more uniformity in buildings, better order and arrangement of the schools, abler and more permanent teachers, greater economy, and at the same time greater interest, proficiency and success in the great and noble work of educating the children and young people of this town. The new organization will necessarily be attended with some trouble and expense of time and money ; but when fairly made, and its working practically tested, we feel assured that we shall desire no more than other towns which have adopted it, to return to the old and cumbrous district system.

School Committee.—ELIAS NASON, GEORGE P. ELLIOT, C. C. HUSSY.

BRIGHTON.

Teachers' Meetings.—A meeting of the teachers was called by the school committee, for the purpose of establishing regular communications by which we could more fully understand the condition of the schools. We wished each teacher to make inquiries, report the wants of the several schools, offer suggestions, consider advisable changes, and discuss questions upon educational matters. The chairman of the school committee acted as chairman, and G. D. Bigelow was elected secretary.

Fifteen meetings of this character were held during the year, and much interest was manifested. Many questions were discussed upon general management and mental culture, and such interchange of sentiment was had as proved beneficial to the schools. The benefits arising from such meetings are too evident to require explanation. We certainly hope they may be continued in the future.

Corporal Punishment.—This subject has received so much attention of late, and has been so thoroughly discussed, that it seems hardly advisable to speak of it here ; still it so seriously affects the question of discipline in our schools, that it may be well to bring it before the people.

Undoubtedly three-fourths of the parents of our scholars punish, corporally, their children ; and consequently many such children are with difficulty managed in school unless the fear of corporal punishment is brought to bear upon them. Generally the parent who inflicts such punishment is decidedly averse to having another person assume

such authority; and some men, with philanthropic sighs, forgetting home inflictions deem corporal punishment as barbarous. A mother may say with high-toned resentment, "The idea that my child should be struck!" Her child may not need corporal punishment. The teacher who would strike the timid, sickly, shrinking Olive is not fitted for her office; yet the wilful Nero may need correction. In the State, our prisons are only built for the wrong-doers, and our enemies are conquered by a strong arm fitly represented on our State shield. So we, believing that quiet peace must be gained sometimes by the use of the sword, would adopt the motto of our State for our schools, simply substituting the gently reminding rod for the blood-thirsty sword, as better applicable to young people.

It should, however, be understood in these remarks, that corporal punishment is not advocated as a general rule. Would that it might be fully abolished; yet this, at present, is deemed inadvisable. It should be held as the exception. In one or two of our schools, during the past year, it has been entirely abolished; yet such schools are not distinguished for their order or brilliancy. In no school has it been severely dealt. There is a subtle power bestowed naturally, or perhaps increased by culture, on a number of our teachers, by which corporal punishment is lessened. A mesmeric influence, we may call this, underlying, in a greater or less degree, all attempts at assuming authority. They in whom it abounds, accomplish the most. Napoleon had it especially. Several of our generals, during the late war, gained much by it. So is it with our teachers. Good order and discipline—a determination on the part of the scholars to excel, and generally a successful accomplishment of all they undertake—are the results of it.

School Committee.—J. P. C. WINSHIP, C. H. B. BRECK, HENRY BALDWIN.

CAMBRIDGE.

Your committee desire to suggest, that, in order to bring about a much needed reform in the character of the teaching of grammar in the lower schools, the entrance examination to the High School, on this subject, be confined to a testing of the pupil's practical ability to use the English language correctly; and that the scientific study of grammar, beyond the simplest possible rudiments, be reserved to be pursued in the High School itself. Such a change in the entrance examination would banish the dry and pedantic methods of study now prevalent in the lower schools, and substitute therefor the cultivation of the children's taste, by a practical familiarity with good writing, and the formation of habits of correct expression, by pleasant and

attractive methods, which a skilful Grammar School teacher would never be at a loss to devise. They would also suggest, that, in the opinion of many experienced educators, room can be found in the Grammar School course—by curtailing what is useless in the study of grammar, as now pursued, and by better methods of teaching abstract arithmetic—for the teaching, in a plain and familiar way, of those mere rudiments of physical and mechanical science, which are of such value in the common pursuits of life. Such teaching would greatly increase the value of the Grammar Schools to the great mass of pupils who never reach the High School, and would tend to diminish the size and expense of the latter, while it would proportionally elevate the character of its instruction.

The arrangement of the course of study in the High School has received much attention from able members of successive boards, and your committee believe it will compare very favorably with that of other New England schools. They think, however, that one tendency cannot be too carefully guarded against,—the tendency, namely, to overload the scholars with too great a variety of work, through a natural ambition on the part of teachers and parents to extend the curriculum of study, and thus to raise apparently, though not really, the standard of the school. Careful regard should at all times be had in arranging our Public School course to the future destination and future wants of the pupils. The High School is not called upon to rival a college in the extent of its work. It should rather be its ambition to carry out a plain, practical, and thorough training; such as shall, on the one hand, prepare young men and young women with just the kind and amount of knowledge that they will find useful on their entrance into life, while it implants in them a taste for intellectual pursuits, which will inspire them to carry on their own education after school-life is over; and, on the other, shall furnish a firm and solid foundation to those who pass on to the higher institutions of learning.

Corporal Punishment.—Unwilling as they are to weary their fellow-citizens with any further discussion of this wearisome subject, the school committee yet feel called upon, in justice to themselves, to offer the following statement and opinions:—

The task of defending the continued employment of corporal punishment in our Public Schools is, for various reasons, a very ungrateful one, and exposes those who undertake it to much misconception. The ignorance of the general public in regard to the duties of Public School teachers is extreme; while, on the other hand, it is perfectly easy to excite the feelings of that large class in the community who are governed by their feelings, and not by their reason. Corporal

punishment is, in its nature, an ugly necessity; so is the incarceration of adult offenders in jails and State prisons; so are many other incidents of an imperfect state of society. No one advocates its continuance as a good in itself; few consider it a permanent and necessary element in our school system. While nothing in the experience of the past year has led your committee to change their opinion, that its retention is still a necessity incident to the present imperfections of that system, they are, in common with all other friends of educational progress, desirous of seeing it now reduced to a minimum, and at some future time entirely abolished. They cannot think, however, that any measure which looks to its immediate discontinuance without those great and important changes and improvements in our schools which will alone do away with its necessity, and which time alone can bring, is either wise, consistent, or safe; and they would especially deprecate the mischievous effects on their good order and progress, which the persistent agitation of the subject for the past twelve months has had upon the condition of the schools.

The subject came before the present committee chiefly in consequence of grossly exaggerated stories,—now too well understood to need further comment,—by the offering of an order for the immediate abolition of the corporal punishment of girls in all the schools of the city. On this order, the sub-committee on rules and regulations, made a report recommending the passing of a regulation forbidding the corporal punishment of girls of more than twelve years of age; in accordance with the physiological argument urged by gentlemen whose opinion on such subjects carried much weight, that, after that age, there was a real and very important physiological distinction between the sexes. After a full discussion of this report, it was the opinion of a large majority of the board, that, as the corporal punishment of girls was already virtually abolished in all the higher classes, sufficient confidence could be placed in the teachers of Cambridge to allow of the regulations standing unaltered. The whole subject was, therefore, laid on the table.

The committee have seen no reason to depart from the conclusion arrived at on that occasion. The corporal punishment of girls is virtually abolished in the High and Grammar Schools, and a regulation to that effect would do neither harm nor good. To discriminate by regulation between the sexes in the Primary Schools would be a measure neither correct in morals nor called for by any physiological distinction at that age. No corporal punishment should ever be inflicted in Primary Schools that would be injurious to a girl; while the exemption of girls and the punishment of boys, for precisely the same petty offences, would tend to confuse the minds of children in

regard to moral distinctions, and would create a needless addition to the already difficult task of the Primary teacher. What the real nature of the task is, has been partly shown by the details already given; and yet it may be worth while—such are the thoughtlessness and ignorance of people on the subject—to illustrate it still further. In Primary Schools, as now accommodated in the city of Cambridge, there are from sixty to a hundred children respectively, all seated in one room, classes being drafted off, from time to time, into side-rooms, or rather closets, for recitation,—an operation which itself occasions constant disturbance in the large room. In this large room a single young woman is placed to preserve order, and, at the same time, to hear her own recitations. These recitations are, under our present system, unnaturally long for children, who are at an age when all the instincts of nature incline them to incessant bodily activity, and who are not yet capable of continuous mental application. The studies are dry and repulsive. The younger children—many of them mere babies—are seated in rows, with little or nothing to do during their long, and, to them, wearisome imprisonment. In a school thus organized,—if such an arrangement can be called an organization,—the teacher must succeed, during the year, in bringing on a certain number of pupils to the point of being able to gain a certain percentage in an examination for admission to the Grammar School. This examination is itself in the driest elements of learning,—in the spelling of words from a spelling-book (words of whose very meaning the child is often ignorant;) in the abstractions of mental arithmetic; and in the meaning of the Roman numerals, punctuation-marks, the cabalistic letters attached to men's names, and such other abbreviations.

With a body of Primary School teachers placed in such circumstances, and with such a task before them, set to govern and teach a mass of children drawn, often exclusively, from the rudest and worst-educated part of the population, your committee, so far from feeling a desire to blame them or to hold them up to the public as clinging to their power to inflict corporal punishment from a love of giving pain, can only express their admiration at their patience and conscientious fidelity to duty, and cannot but regret the great addition to the difficulty of their task, which has been occasioned by the popular excitement that has existed during the past year.

If the community had arrived at the point of fully recognizing the necessity of a thorough professional training on the part of school teachers, these difficulties would in part disappear; but that necessity is still ignored, or most inadequately provided for; and the consequence is, that our schools have to be largely supplied with untrained and inexperienced young teachers, whose only preparation has been

the acquirement of a certain amount of mere knowledge at a High School, and whose best claim to a place is an honest desire to earn their own living. Out of the large number of beginners thus inadequately prepared, many excellent teachers are gradually trained to to their work by actual experience; but, considering the imperfection of their preparation, and the difficulty of their task, they need all the help and all the charitable allowance which the public can give.

The evils which impair the usefulness of the Primary Schools are to be found also in the Grammar Schools. Here, also, as has been shown, lack of sufficient accommodations, the retention of an obsolete arrangement of school-rooms, and of a course of study which lags behind the demands of the times, and the progress of thought on educational subjects, render a resort to corporal punishment more frequent than would otherwise be necessary; but for these evils the teachers are not responsible, nor has Cambridge ground for complaint of any lack of faithful and conscientious devotion to duty on the part of her Grammar School teachers, or any reason to be dissatisfied with its results, which are as good as can be produced under existing conditions. It is for the community to improve those results, by doing its share in promoting the general improvement of the schools.

Your committee are, therefore, of opinion that the present regulations in regard to corporal punishment in Cambridge schools are entirely sufficient, and that the persistent agitation of the subject, from whatever motives it originates, is mischievous to the good order and discipline of the schools. It is mischievous in more than one way. It not only tends to produce a feeling of insubordination in the minds of the pupils, so that it is the testimony of teachers of the longest experience, that the schools have never been more difficult to govern than since the commencement of the agitation; but by raising a false issue on a subordinate point, it tends to retard, if not wholly prevent, those much-needed and far more important improvements in other directions, which have been alluded to.

These improvements, they believe, will be all-sufficient to prevent needless and improper punishments; while, on the other hand, the taking of the power to inflict punishment out of the hands of the teachers, or the needless continuance of agitation on the subject, will only carry us farther from the desired end. Your committee are confirmed in these views by the almost unanimous agreement with them of practical teachers of all grades of schools, as expressed in their journals and conventions,—teachers of whom it is simply a libel to say, that they adhere to the right to inflict corporal punishment because they are so brutalized as to enjoy the infliction of pain.

Of the arguments employed by the advocates for entire abolition of

corporal punishment, some are almost beneath criticism, while others are refuted by stubborn facts. In opposition to the infliction of pain by the teacher, the example of the surgeon is adduced, who strives by every means to avoid or to alleviate it; but surely he would not do so if the pain were a needful and essential part of the cure. We do not incarcerate adult criminals simply for the sake of incarcerating them; but for the promotion of the welfare and good order of society, and for the reformation, not the suffering, of the criminal himself. Corporal punishment can only be defended, in the view of your committee, upon similar grounds as a police regulation, incident to the imperfections of society and of the present school system, and to be diminished, and finally disappear, as that system gradually improves; precisely as it is to be hoped that the time will come when capital punishment and crowded State prisons will no longer be needed for the safety of society at large.

It has been argued, that the abuse of corporal punishment in our Public Schools has come to be so great as to furnish a valid reason for abolishing it altogether. The argument is apt to come from persons who, remembering the state of school discipline a quarter or a half a century ago, and rarely visiting them now, suppose the same condition of things existing as in the days of their own boyhood. That, in many quarters, there is still far too much corporal punishment, that it is inflicted for trifling offences and on improper occasions, that it is often the resort of teachers too lazy or too ill-tempered to learn how to govern in better ways, your committee are not disposed to deny. But it is equally true that a steady progress has been made, and is making, in the amelioration of the discipline of our Public Schools; and that the teachers most strenuous for the retention of the power to inflict punishment are precisely those who find least occasion for its use. The possession of the power obviates the necessity for its employment. Its abuse must be guarded against by the vigilance of parents, committees, and superintendents; and, above all, by promoting the professional education of teachers, and making the calling attractive to a superior class of minds. Under any and all circumstances, however, your committee believe that the maintenance of authority is absolutely necessary to the success of a school; and that, to this end, in the schools, as at present organized, resort must sometimes be had to a short, sharp and decisive, but not cruel, mode of punishment. They would give it as their opinion, that no abuse of such punishment exists in the schools of Cambridge, such as to call for its entire and immediate abolition.

In the case of the German schools, so much relied on by the advocates of the entire abolition of corporal punishment by regulations,

there is direct and unimpeachable evidence to prove that such regulations have aggravated the very mischief they were intended to cure, and that, while careful and regulated punishment is abolished, brutal, ill-regulated, passionate, and dangerous punishments still prevail.* No mere regulation will suffice to control a passionate or tyrannical teacher; the only safeguard is the employment of teachers to whose judgment and good temper the task of discipline can be safely intrusted, and to place them under circumstances where good discipline by mild methods can reasonably be expected.

Your committee would state, that, in several instances during the past year, the very natural reluctance of teachers, at present, to inflict corporal punishment, has resulted in the turning into the street of children whom, of all others, it is important to have in the school. In the street, these children are growing up idle and vicious, to be hereafter a curse to the community, and the probable future occupants of a jail. They would submit, that this alternative is worse than such a moderate and harmless corporal chastisement as would have enabled the teachers to retain them in the school. In at least one instance, the father of a boy so discharged has appeared before your committee, and claimed the right as a tax-payer to have his son so retained, and to have the needful chastisement inflicted. In other cases, the mothers of girls have themselves begged the teachers to punish their children, if in the teacher's judgment it should seem needful; but not to turn them into the streets, where those mothers—hard-working women, away all day at their labor—would have no means of controlling or protecting them. Your committee submit, that the fate of a girl turned into the street is likely to be worse than any punishment which will be inflicted by any Public School teacher in Cambridge.

Your committee are aware, that a plan has been proposed for the separation and incarceration, in a city truant or reform school, of children not amenable to a system of discipline from which corporal

* "If in an American school," says a competent witness, who has resided in Germany, and paid great attention to the subject, the Rev. William L. Gage, "with our newspapers Argus-eyed to see everything and report it to the world, the violence which takes place in a German school should occur, it would create such deep feeling in the community, that nothing short of the removal of teachers would quiet it. Of course, before the visitor this violence is not apparent. Yet I have seen a boy struck with a clenched fist on the side of the head with benumbing force; and I know that the teachers kick the boys and strike the head and snap the nose and pinch the back of the neck in a brutal manner. If German schools are of such superior excellence, it is gained, not by the help, but in spite of a system of such gross and injurious punishments as are not only hurtful to the health, but to the character of pupils and teachers. *Well-considered, faithful punishings on the hand are not in vogue here: only passionate outbreaks of violence, which generally accomplish their object by blows on the side of the head.*"—*American Educational Monthly*, quoted in the *Massachusetts Teacher for May*, 1867, p. 165.

punishment shall have been eliminated. They need hardly point out, that, for the carrying out of such a plan, a whole new set of legal misdemeanors must be created, and a new criminal code established, which shall elevate childish obstinacy and childish mischief into legal crimes, before the authority can be obtained for such incarceration. And while they would not discourage the idea of a separate school for children who, from irregularity of attendance or other causes, are found hindrances to the progress of the regular schools, they would deprecate the idea of separating, from the improving society of a well-conducted school, those children who, from misgovernment at home, are most in need of the example of their better-trained companions. They deem it far better, that, excepting the actually vicious, such children should be retained in the regular schools, provided the power to discipline them shall remain in the hands of the teachers. They think that that power may safely be left to them, provided the city shall do her duty, by effecting the improvements that have already been recommended. 1st. By furnishing such accommodations as shall make the schools of Cambridge safe, healthy, and pleasant; 2d. By a wise and careful revision and improvement of the course of study pursued in them; 3d. By inviting teachers of the highest talent to the city, instead of driving them away. The accomplishment of these measures they believe perfectly feasible in the hands of a committee which shall be so happy as to have the confidence of the community, and at a time when needless and hurtful agitation shall have died away.

All which is respectfully presented.

School Committee.—EZRA PARMENTER, *Chairman*; WILLIAM P. ATKINSON, WILLIAM W. GOODWIN, Ward One; JOHN APPLETON, EDWIN B. CHASE, Ward Two; HENRY W. WARREN, JAMES H. HALL, Ward Three; JOHN W. HAMMOND, JOSEPH H. TYLER, Ward Four; JAMES R. MORSE, MARTIN DRAPER, Jr., Ward Five.

The subscribers wish to be considered as dissenting from so much of the above report as relates to the subject of corporal punishment.

School Committee.—EZRA PARMENTER, W. W. GOODWIN, JOHN APPLETON, EDWIN B. CHASE.

CHELMSFORD.

Among the incidents and events of the year we reckon as worthy of special mention, the visits of the able and efficient Agent of the Board of Education. Agreeably to his wish, in company with the superintendent, he visited all the schools, expressing himself much gratified with the many evidences he observed of an interest in education, and not neglecting to point out many particulars in which improvement could and should be made. He urged upon the scholars the importance of thorough preparation for future usefulness, and

encouraged them to improve by all the favorable circumstances and influences their condition and surroundings seemed to inspire. He also lectured at the two most central parts of the town, giving the advantages of his more matured thoughts, and suggested many things for the improvement of our schools and the general system of education. Such visits can but do good. They remind us of an interest in our educational welfare, outside of ourselves, and that while we are laboring for our own elevation and improvement, we are at the same time, indirectly, laboring in common with others for that of our race.

We have often in our reports spoken of the importance of well-qualified teachers, but we find that there are other essentials to a good school. In aid of the teacher's exertions every surrounding circumstance should exert a favorable influence. The school-house should be such as to inspire in the minds of the pupils generous and noble sentiments, and not the reverse. And the school-room should be so furnished, and its walls so hung with maps and charts that while it should inspire a sense of neatness, propriety and a love of learning, it should also leave the impress of happy associations. Do parents realize these facts? The law gives the power and points out the way through which these results may be secured. A blind mistaken, narrow policy—

—“defeats its own ends,
As cannibals eat their own friends.”

When a teacher is engaged, all interested are morally bound to give him the support of their encouragement. It is desirable that parents should visit their schools, but not simply to pick flaws and find fault, or to discover some peculiarity of appearance, or mode of teaching, to use the same to his disadvantage, because, perhaps, not the one of their choice, or not engaged by themselves or party; and if, in their opinion, there is necessity for improvement, it would be better to suggest it to the committee, and not spread it through the district. And no teacher should be dismissed and disgraced simply because some in the district, and consequently to some extent their children, are not in a condition to appreciate his services.

The superintendent is of opinion that the whole machinery of our district system should be abolished. It is as a wheel within a wheel, useless for all practical purposes but to do evil. It furnishes the medium through which every district may be made the centre of strife and contention by all such persons as are naturally inclined to be selfish, dictatorial or fault-finding. But since the district system continues, it is desirable that its machinery should work as harmoniously as possible. Prudential committees should be true to the interests of

their trust. No person should accept the office, who is not willing faithfully to discharge its duties. It is to be lamented that this is not always the case. Sometimes persons get themselves or friends elected prudential committee simply to control their school—to get a connection or friend put in charge of it, who, perhaps, would otherwise have never been thought of in connection with school-keeping. There is nothing wrong in employing connections and friends, provided they are qualified, capable and efficient. Such teachers we need. It may be said that the examining committee should not approbate persons to teach who are not qualified. This is true. Yet the desire to please, and the fear of making a neighborhood of enemies may have something to do in influencing the action of committees. They are not always insensible to outward influences.

School Committee.—HORACE W. MORSE, E. D. BEARCE, T. J. PINKHAM, ISAAC H. SMITH, J. C. BUTTERFIELD, CLEMENT UPHAM, B. J. SPALDING, HORATIO MARSHALL.

CHARLESTOWN.

In matters of order and discipline we hope there has been improvement. A new truant system has been introduced. Stated reports of all cases of corporal punishment are required to be made to the superintendent. The attention of the board has frequently been called to this matter. There has been too much whipping in some of the schools, and other punishments have not always been judicious and discriminative. The committee have been awake to this matter. We desire to reduce corporal punishment, and in fact all punishment, to a minimum. And if the minimum could be zero so much the better. Brute force is a poor educator compared with moral force. Do teachers understand that punishment, and especially if over-severe or only half-deserved, injures the moral sense of a child? There are cases not a few where kindness would win, but harshness cannot drive. Think what a child is,—body, mind, soul; then teach it, govern it, accordingly.

The reports on the condition of the several schools have been prepared by the superintendent. That officer has been constant in his oversight of them, and can better speak of their comparative merits than any one of the board who has had less observation.

President.—GEO. W. GARDNER.

Grammar Schools.—Reading has received the special fostering care of the board, and I think the attention bestowed upon it will be amply remunerated. The excellent lessons in elocution given to the teachers of this city by Mr. Stacy Baxter, during the fall and early winter, greatly increased their interest in this essential branch of education.

But I have found that though some of the lower divisions read frequently, they read but few pieces. In some instances a month has been spent on three or four lessons. This slow process is employed in order to make the pupils more accurate in pronunciation, accent, and emphasis,—in a word, to teach them to read well ; but it certainly cannot accomplish all the objects to be sought by this exercise. There are three great purposes to be accomplished by reading in Public Schools. The first, to gain a knowledge of words ; the second, power to express thoughts conveyed by those words ; the third, a taste for reading.

On the plan named, the first object is almost entirely lost sight of, for the lessons read are so limited, and the pieces so similar, that children may attend to the prescribed exercises a whole year without acquiring any considerable knowledge of words. The second object, power of expression, can hardly be secured by such a method. The theory on which this practice is based is in the main correct, for a great part of elocution may be learned by thorough drill on the alphabet alone. But young children are not likely to be inspired for close study by an eloquence whose beauties and intrinsic worth they do not understand ; and it almost invariably follows that, as they become familiar with the language in the lessons assigned to them, and the stories grow stale by repetition, they lose their interest in the exercise, and in proportion as they do improvement ceases. Children would learn more of the true art of reading in going twice through a piece which they like, than they would in rehearsing a dozen times one which they do not like, or have become tired of. The third object, cultivating a taste for reading, is quite lost sight of.

I submit, in view of these facts, whether it is not necessary to arrange the exercises in this branch, so that while pupils shall have a thorough drill on a few lessons, they shall also read a much greater variety of pieces, and have the new words explained to them by the teacher, so as to widen their field of thought and cultivate their taste for reading?

As the studies are now arranged in these schools, the few scholars—about one-sixth of the whole—who complete the course, go through Colburn's First Lessons ; to cube root in Greenleaf's Common School Arithmetic, and, in Quackenbos' History of the United States, to the Constitutional Period. They also make fair attainments in geography, become somewhat familiar with the elementary principles of grammar, and, of course, make more or less proficiency in reading, spelling and penmanship.

This stock of knowledge is of great value ; yet, viewed as an outfit for practical and earnest life, in an intelligent community, it must be

regarded as very deficient. What training do they receive for the responsibilities of citizenship, or for the transaction of business? Are they taught to keep even a simple account, or to write a note, a bill, or a receipt? to write a letter of business or of friendship? Do they receive any adequate instruction in the laws of health, or in manners and social morals? or in the infinite variety of objects and truths in nature? The answer to these and similar inquiries must generally be in the negative.

This description applies to those who finish the whole course, but it should be definitely remembered that about three-fifths of all who enter do not reach the second class, and consequently they leave school in entire ignorance of grammar and history, and with very limited attainments in the other branches; while many leave with only a smattering of geography, and of arithmetic through the fundamental rules.

In order to increase the efficiency of the Grammar Schools, I offer the following suggestions.

1. That the studies in these schools be so adjusted as to give to those scholars who must leave at an early period, a more extensive and accurate acquaintance with practical subjects. This would not interfere with mental discipline, for that can be as fully acquired by the study of the useful as of the merely theoretical. There is a prevalent opinion among business men and educators, that quite too much time is spent in Public Schools in mere routine. The time, I apprehend, has fully come when the brief school hours of the children of the poor should be devoted to the most useful branches of learning. A majority of them have but three or four years, after leaving the Primary Schools, in which to complete their education. They should therefore have a much more critical and comprehensive training in these lower schools than they do at present, and, when they enter the Grammar Schools, they should commence as early as possible studies of practical utility. Altogether too much attention is given by this class of pupils to Colburn's First Lessons. Thousands of dollars are annually paid to the teachers of this city to give instruction in this branch, and a very large share of the money so paid is wasted. The work was not designed mainly for the class of pupils who use it most, and the introduction to it contains a positive condemnation of the popular method of studying it. It has its place in the curriculum of our Public Schools, and when properly employed, is highly useful. But to make it the main text-book, during the three or four years in which so many of our dependent children complete their schooling, is not merely a tax upon the public funds,—it is a fearful waste of the pupils' opportunities.

2. There should be increased facilities for promotion. I have hesitated to speak on this subject, because the practice of making semi-annual promotions, which once prevailed in this city, was abandoned for what were doubtless supposed to be sufficient reasons. Nevertheless, I am fully convinced that the present method is prejudicial to the best interests of many pupils, and tends to diminish the number of those who complete the prescribed course of studies. I hope this suggestion may receive the favorable consideration of the board, and that measures may be taken immediately to provide for regular semi-annual promotions in the Grammar and Primary Schools.

3. Let the results of any comparative examinations, which the committee may judge best to make, be kept for their information, and not be spread before the public. If such examinations are made and the results published, the committee must take the business of promotion into their own hands. It is quite too much to hold teachers up in comparison with each other before the public, and then require them to promote partially qualified pupils, merely for the benefit of those pupils.

The practice of publishing comparative examinations has been found in most cities prejudicial to the progress of the scholars, and has been very generally abandoned.

4. All the teachers, and especially the principals of these schools, should be required to use their best endeavors to awaken in their pupils a spirit of worthy ambition, a love of knowledge and of personal culture, and particularly, to give them frequent instructions in regard to the importance of continuing their studies, so as to gain the full benefits of our Public Schools. By kind advices, by appropriate anecdotes, and by fitting illustrations of the value of knowledge, many minds now dormant might be quickened to a new life of thought and endeavor. A single well-timed effort of this nature might be of more value to a class, than a whole week of ordinary instruction.

5. Special efforts should be made to secure the visitation of the schools by the parents and friends of the pupils. One of the greatest hindrances to success in the work of education is the seeming indifference of parents; and any rational means which will remove this difficulty, will greatly increase the effectiveness of our schools. Should the sub-committees take this matter in hand, they will find the teachers and pupils cheerful co-operators, and in a single year a great change might be wrought in the public mind. Special exercises might be prepared by each school, at trifling expense of time and labor, and public notices given, or private invitations could be sent by the teachers to the parents, and thus an interest be developed which has never

yet been witnessed in this community. Our schools must be made the centres of attraction to the people as well as to the children.

6. I recommend that a diploma, or certificate of graduation be given to every scholar who shall hereafter complete the Grammar School course of studies, and give evidence of possessing a good moral character. This would prove a stimulus to many children to spend an additional year or two in school, and give character to this department of our educational system. The experiment, wherever tried, has proved effective, and meets with the general, and, I think, the universal approbation of the teachers in this class of schools.

7. That the following items be published in the annual report of the board :

First. The names of all scholars who are neither absent nor tardy during the year, except on account of sickness.

Second. The names of all who are neither absent nor tardy during a single term, with the same exception.

Third. The names of all who finish the course of study and receive the Grammar School diploma.

These are simple measures, but they will exert a powerful influence on the minds of the young.

The subject of Drawing was presented for your consideration in my first semi-annual report. And, feeling as I do, a strong desire for its introduction into the schools, at an early period in the coming year, I again commend it to your attention.

The object of the development of man is to witness to the glory of God by culture and obedience. Whatever enables us to fulfil this duty is, in the purest and highest sense, useful. Things which help us to exist are useful only in a secondary and meaner sense. They prolong, but they do not elevate life. And yet people speak in this age of haste and activity, of houses, lands, food and raiment, as if these alone were useful ; and hearing, seeing and thinking were only subordinate to eating and drinking. Thus it is with the masses ; not so, however, with studious educators. The training or cultivation of the sight has, with us, been too much neglected. We are placed in a world of beauty, with capacities to enjoy, and with a life-principle which is quickened by what we admire and love, and which is as fully capable of culture and expansion as any other faculty of the mind, while it possesses the widest range and commands the greatest variety of objects.

Drawing is regarded by most people as a needless accomplishment, quite too frivolous to secure the attention of industrious youth ; nevertheless, if a bright boy exhibits a talent for imitation and produces a

good picture, he is at once applauded and pronounced a genius, even by those who have no interest in the cultivation of the art.

Time and space are not at my command to set forth at length the relation of this art to the various activities of life. "It has an intrinsic and practical value in every pursuit in which form is considered, such as architecture, machinery, pattern-making in all its varieties, jewelry, and engraving of every kind. It is indispensable in inventions, and in discoveries in the natural sciences, in perpetuating knowledge acquired. There is scarcely a calling in life in which this art would not find a useful application." But these are minor considerations compared with its importance in educating the mind. It addresses itself to the earliest developed faculties of the child, and should receive attention as soon as the child can hold and guide the pencil. Were this the case, we should secure far greater elegance and beauty in writing than we now obtain. The eye and hand should be trained in the delineation of form before they are set to imitating the intricate lines of manuscript.

We receive our idea of beauty from the objects of nature, in proportion to our acquaintance with those objects and our power to comprehend them. It has truthfully been said, "the artist sees the works of nature as they are seen by no other." The practice of drawing assists in forming the habit of correct observation, enlarges the mind and enables it to grasp a much greater variety of truths concerning the objects beheld. It quickens the perception, corrects and stimulates the imagination, and presents nature transfigured to the well-cultured eye. By directing the mind to the diversity in the forms and size of objects, and to the delicate coloring in landscape and clouds, it multiplies the sources of pleasure, and becomes to every pupil the occasion of genuine delight. "It is so fascinating to the young, that it will agreeably and usefully occupy their leisure hours, will render home more attractive, and serve to check those idle habits which, when once formed, result in mischief and even ruin. It tends also to refinement of taste, the elevation of the moral feelings, the cultivating and developing of the love of the beautiful, and tends, through nature, to lead the mind to Nature's God."

Corporal Punishment.—Corporal punishment, as defined by the regulations of this board, means "the infliction of bodily pain." This definition may be correct, but it is far more comprehensive than the one ordinarily given. It is generally understood to mean beating or striking, as with the hand, a rattan, or ferrule.

In regard to the necessity of effective government in school there is universal agreement. No one would sanction anarchy there. But government implies law, and law, penalties. Still the penal code of a

school should be regulated less by what may seem to be the demands of rigid justice, than by a due consideration of the object of public instruction. That object is the intellectual and moral culture of the pupils.

For the maintenance of good government, several things are requisite on the part of the teacher; among which are an ardent love for the young, ready discrimination of character, self-possession, tact to meet emergencies, genuine enthusiasm in the work of the school-room, extensive and varied attainments, and inventive power to interest and direct the minds of children. Unquestionably the possession by the teacher of a comprehensive and symmetrical character, is essential to the highest type of government; nevertheless, I do not believe it possible, in the present state of society, to conduct our Public Schools efficiently without the *right* to resort to the rod. Let it be announced that corporal punishment is abolished, that hereafter no pupil is to be whipped, and anarchy would be the immediate result in many schools. It is admitted that some teachers are highly successful in managing their schools without employing this agency. But the number who do so is so small, compared with the whole number of teachers, that their success must be regarded as an exception rather than the rule. The fact is, there are some children in every community, and in almost every school, so persistent in disobedience, so lost to all the promptings of self-respect and elevated principles, in a word, so mature in sin, that it is impossible for a teacher oppressed with the cares of a school to control them simply by moral suasion. Some sterner agency must be employed. But when the necessity for corporal punishment does arise there is need of great prudence. To pupils of refined and delicate sensibilities, a blow, under almost any circumstances, is morally injurious, and it is so to all children when given in anger or impetuous haste.

When a teacher is obliged to perform this unpleasant duty,—and the person to whom it is not unpleasant is unfit to have charge of a school,—he ought to do it *deliberately, thoughtfully*, and in a spirit of unfeigned kindness to the offender. The spirit of many a child has been embittered for life, by a needless, or an improperly administered punishment in the school-room. We would enjoin it upon every teacher to use the utmost caution, the greatest prudence. This duty, this *irksome task*, should be performed with a clear conception of its moral consequences. It should be done in a spirit of genuine sympathy, and for the purpose of promoting the ultimate good of the pupil. To punish a child merely to illustrate the supreme authority of the teacher, rather than to benefit that child, is an abomination.

Probably there is no more whipping done in our schools than in oth-

ers of a similar character, yet I am convinced that there has been altogether too much of it in many of them. Children have been punished for trivial offences, hastily, and sometimes unduly. Latterly, however, there has been exhibited a positive disposition for improvement.

I have on two occasions addressed the teachers on this subject, with I think some good results; and the order adopted by the board is having a very favorable influence. This order requires every teacher to keep a record of all cases of corporal punishment, and to make a monthly report to the superintendent of each case, giving the name of the scholar, the date of the occurrence, the offence, the mode and degree of punishment.

From the returns for October, November and December, it appears that the punishments have decreased in severity and number. The number of cases was more than fifty per cent. less in December than it was in October. There is, however, still chance for improvement, and if parents will use suitable endeavors to cultivate in their children a spirit of obedience and a proper regard for the privileges of education, the occasions for correction may be greatly diminished.

Truancy.—One of the most perplexing vices of the young, with which teachers have to contend, is truancy. Its influence is so pernicious, and its management requires so much time, and the intervention of so many parties, that it may be regarded as one of the greatest evils that afflict some of our schools.

In order to abate this evil, the following plan, recommended by the superintendent during the summer term, was adopted by the board, and has been for some time in successful operation.

This plan provides that the city shall be divided into four districts, and that a box for the use of truant officers shall be kept in each Grammar School. Notices of truancy in the building where the box is placed, and in the Primary Schools in the vicinity, are to be deposited in this box immediately after the commencement of the morning session; and as early as ten o'clock the truant officer is to take the notices and search up the absentees. The plan also provides that a monthly report shall be made by each teacher to the superintendent of schools, of all pupils reported to the truant officers, and also by the chief of police of the action of the truant officers relative to those pupils. The committee on police, appointed by the city council, unanimously voted to co-operate with the school board in carrying out this arrangement.

I am satisfied from the testimony of the teachers, that the truant officers attend promptly to their part of the work, and I take pleasure in commending them for their fidelity and efficiency.

The importance of the Primary Schools is a theme upon which

many committees have written, but none of them have overstated it. In these schools, habits are formed, which are carried along through the whole course of instruction. Here the softened clay is moulded, and often dried and hardened. That moulding, if possible, should be right, for it can never be repeated. The old notion, that almost any one can teach a school of this kind, has been pretty generally abandoned. In this department, as much, if not more than in any other, are needed varied culture, refinement of manners, patience, tact, and nice discrimination of character. The school committee have shown their appreciation of these teachers, and equally of the work which they expect them to perform, by making their salaries the same as those of assistants in the Grammar Schools. The Primary School teachers, as a body, are laboring with great fidelity and success, and most of them are favorably noticed by their respective committees.

High School.—This school is conducted with much efficiency, and seems to be growing in favor with the people. Its government is characterized by kindness, firmness and discretion. Corporal punishment has not been employed during the year, and there have been but few cases requiring discipline of any kind. The pupils are treated as young ladies and gentlemen, who are required to cultivate a high degree of self-respect, and to exhibit a delicate regard for the rights and feelings of others. It is to be regretted that the youth of this city do not more generally fully appreciate the privileges of this school. A successful mastery of its course of studies would give tone and completeness to mental discipline, open to the active mind many sources of pleasure, and insure valuable acquisitions of knowledge.

During the year an English and Commercial Department has been organized, comprising a course of three years of such studies as are most appropriate for business life. Twelve boys and sixteen girls entered this department at the beginning of the present term, and it is expected that in future many of our youth will avail themselves of the opportunity thus furnished, to secure a knowledge of the higher English studies. A diploma will be given to every scholar who completes this course.

It has recently been decided by the school board to introduce drawing into this school, and it is to be hoped that the pupils will manifest that cheerful interest in the exercise which its merits demand.

Superintendent of Public Schools.—JOHN H. TWOMBLY.

CONCORD.

Duties and Authority of the Superintendent.—As I was appointed to the office of Superintendent without my desire or request, and as I do not propose to serve any longer in that office, I may be permitted

to say something respecting the duties and authority of the Superintendent of Schools. The Superintendent, like the committee, derives his authority from the law of the State, and not from the committee. Perhaps we may better understand the meaning of the statute in this, as in many other cases, by looking at its origin and history.

Many of us can remember the time when the schools in the several districts were under the care of separate and independent committees, who had charge of the school-houses, appointed the teachers, fixed their wages, examined the schools, and did all other things relating to their management. The result of all this was, that the standards of examination for teachers and schools and the wages, varied essentially in the several districts. There was no uniformity in the books used, or in the studies pursued, or in the results arrived at.

After the Board of Education was appointed, the evils of the district system were more fully exposed, and a law was enacted requiring towns to appoint superintending committees, who should have the "general charge and superintendence of the schools." This committee was to examine teachers, determine what books should be used—examine the several schools, and annually report their condition to the towns. These committees were to receive compensation for their services.

Towns were authorized to abolish districts, take possession of the district school-houses, and erect such buildings for school purposes as they should judge expedient.

The good effect of this system became at once apparent in better and more convenient school-houses, in a more uniform standard of qualifications for teachers, in more uniform methods of instruction, in greater similarity of books, and in more equal privileges generally to all the children in the community. This system was adopted in all our larger and more intelligent cities and towns. Schools of a higher grade were established, in which all the children could enjoy the advantages which the children of the more wealthy had previously enjoyed in academies and private schools.

The "charge and superintendence" of this system required much time and labor. Educated and intelligent men only could perform the work properly. Teachers were to be personally examined. Books were to be examined and compared. Schools were to be graded, classified and examined, and scholars were to be promoted from one class or school to another, as they were found qualified. In order to do all this work faithfully, and in such a way as best to promote the cause of education, some members of the committee must give much time and attention to the subject, must make and keep themselves familiar with the several studies, with the best books and methods of

teaching, with the qualifications and capabilities of teachers, and with the schools from which they could be obtained.

Such members of committees as are qualified to do all this, are generally fully occupied with their own affairs, and soon find the labor necessary to a conscientious discharge of their duties a greater tax upon their time and strength, than they can afford to pay. Hence, in many towns, the committees appointed one or more of their members to whom they delegated these labors, reserving to the rest the care of supplies and financial matters. Wherever this course was adopted, it resulted in an elevation of the standard of qualifications in teachers, in improved methods of instruction, and still greater uniformity and care in the selection of books and courses of study.

The increase of this practice led to the enactment of the law authorizing the appointment of Superintendents, to whom the "care and supervision of the schools" should be transferred from the committee, but who should be subject to the "direction and control" of the committee.

Now it must be obvious that the law does not intend to give concurrent "charge and superintendence," or "care and supervision," to the committee and the Superintendent. They cannot both examine, classify and promote scholars, and direct the use of books and course of studies independently, without utter confusion, and without bringing the authority of one or both of the parties into contempt. The statute does not say that the committee shall exercise a part of the "care and supervision," and the Superintendent a part, but he shall have the "care and supervision," that is, the whole "care and supervision," subject to their direction. The committee may give such directions with regard to the manner of performing his duties as they see fit, but they are not themselves to perform his duties. If he perform them improperly, or require anything unreasonable of teachers or pupils, they may "control" his action. But when he has given instructions to teachers that are right and proper, or made appointments that are reasonable, the committee may not, without consulting him, go into school and give counter directions. If they give him no directions, he may act according to his best judgment. If teachers ask his advice, he may exercise all the authority that the committee could exercise, without calling them together to consult upon the case. The Superintendent is supposed to know more of the teachers, and the condition of the schools, and if he is faithful, he does know much more of them than the committee can know. He understands better the capacities and wants of the several classes, and what facilities and conveniences they need, than the committee can, unless they have accompanied him in his frequent visitations, and given the same amount of

attention to the subject that he has. If the Superintendent is fitted for his office, he thinks and observes with care, and looks into the reasons and causes of things, and has opinions which he has formed with deliberation, and his suggestions with regard to the wants of the schools, and measures which will best promote their improvement, are entitled to at least a respectful consideration.

In the same section of the law that authorizes the appointment of a Superintendent, it is further enacted that he shall receive a salary for his services, and that when he is so appointed, the committee shall receive no compensation for their services. This certainly contains a suggestion that the labor is to be chiefly done by the Superintendent, as well as the responsibility borne by him. No man who is qualified for the place, and who has that self-respect which every honest and intelligent man should have, will consent to be merely the executive instrument of a committee, without being permitted to act or think for himself. In order to exert any good influence over teachers or scholars or parents, he must think and speak and act in accordance with his own judgment and conscience. And it must be understood that he has authority thus to speak and act, provided he does not transcend the limits of the statute from which his authority is derived. The object of the law is to bring the management of the schools under the control of one mind, that the standard of examination may be uniform, and the wants of the schools systematically and promptly supplied.

When in the hands of well-qualified and discreet men, this concentrated form of superintendence is found to work better than any other form that has ever been adopted.

I will close what I have to say upon this subject, with the remark, that men who will qualify themselves for this office, and perform its duties faithfully, for the compensation they usually receive, deserve the respect and gratitude of the communities in which they reside.

Superintendent.—JOSEPH REYNOLDS.

FRAMINGHAM.

It is important that the origin and character of the High School should always be kept in mind, so that the peculiar duties of the town with reference to it may not be overlooked. It is not an ordinary High School, maintained under the General Statutes of the Commonwealth. It was established under a special Act of the legislature, in the year 1851, and is both an Academy and High School combined. A copy of the Act is appended to this report.* By the terms of that Act the town became entitled, in trust, to all of the real and personal property of the ancient Framingham Academy, and the school thereby

* See Appendix B.

established is to furnish to all scholars who may so desire, a suitable preparatory education "for admission into any college or university in New England."

In closing their report, your committee would call attention to a single point relating to the qualifications of the teacher, aside from the immediate work of discipline and the imparting of knowledge, a point too often overlooked among the weighty matters of the law.

No small part of the education of every man and woman is that which is the result of the moral and social influences of the school-room. These influences emanate both from the teacher and the taught; and both alike are, in their proper measure, responsible for them. There is a special moral tone and atmosphere in every school.

Every school has, in some one respect or another, and often in many respects, an individuality and reputation of its own, distinguishing it from other schools in its vicinity. This, undoubtedly, is the result of many causes. But no one cause operates more powerfully to produce the marked and special individuality of any particular school than the peculiar moral and social influences which prevail in the particular room or rooms in which it is held. Thus, for instance, a teacher who is impatient, testy and irritable, who does not, with gentle affectionateness, adapt himself to the peculiar temperament and intelligence, or want of intelligence, and to the habits of mind of each of his pupils, will find his disqualifications and infirmities in these respects, reflected back upon himself—as if the four walls of his school-room or recitation-room were but mirrors—ever exciting in himself a greater disquiet and discomfort, both of mind and manner, until at last, if he does not exercise seasonable restraint upon himself and mend his shortcomings, all order will be lost—all mutuality of good feeling, all control on the one hand, and all obedience, respect and affection on the other, will disappear entirely. The temper of the school, his own temper and that of his pupils, will be continually ruffled, and no one in the room, teacher or taught, will be in a proper state of mind to make any commendable progress. Any intelligent visitor entering the school, would himself be ruffled in contagious sympathy with those around him, and would, unless duty otherwise required, make his stay as short as possible. The ringing of the morning school-bell would be but a signal for a fretful mood to steal over the teacher and the pupils, a mood which would stay by them all the day and be carried home, in greater or less measure, into every family represented in the school. Instances are not wanting in which, not only a school and the families which furnish its members, but whole villages and communities have been at last set by the ears, or even, until the disturbing cause was removed, turned upside down. So great is the mischief that a teacher may do by his

unconscious influence, however otherwise able and faithful in the discharge of his duty.

Want of refinement in a teacher, whether in mind and taste or in speech and manner, may lead, and will be likely to lead, to corresponding evils. The most careful and delicate attention should always be paid by a teacher to all these little civilities and courtesies of manner which the most refined of his pupils find in their homes. The influence of a gentle and pleasant greeting, though expressed only by a word, or a smile, or a nod, as a teacher meets his flock, in school or out of school, in the house or by the way,—never careless of the dignity of his office, but never standing too much upon his dignity,—will oftentimes be of greater service to a teacher in the way of a sound, healthy and authoritative moral and social influence, both over his pupils and over all around him, than any overt display and demonstration of authority whatever.

There should be no end to the extent or exercise of these genial and inspiring reflex influences in every school-room; and every teacher and every pupil, and every parent of a pupil, is answerable for it, each in his proper measure.

Chairman.—GEORGE E. HILL.

APPENDIX B.

AN ACT in addition to an Act for establishing an Academy in the Town of Framingham, by the Name of Framingham Academy.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:—*SECT. 1. The trustees of Framingham Academy are hereby authorized to convey to the inhabitants of the town of Framingham, all the property, real, personal and mixed, now belonging to the said trustees, including all trust funds, to have and to hold the same to the said inhabitants for the purposes expressed in this act and the act to which this is an addition.

SECT. 2. The said inhabitants shall, within one year from the passage of this act, establish and forever maintain, upon the real estate so conveyed by the said trustees, such a school as is required, in the fifth section of the twenty-third chapter of the Revised Statutes, of towns containing four thousand inhabitants, and shall provide a master who shall be competent to instruct in any branches which shall be necessary in preparing students for admission into any college or university in New England.

SECT. 3. The said inhabitants are hereby authorized to apply the net income of the property and funds conveyed to them by the said trustees to the support of such school, so long as the same shall continue to be maintained in the said town according to the provisions of this act.

SECT. 4. The school committee of the said town of Framingham shall have the entire charge and control of the said school; shall employ all necessary teachers and determine their salaries; shall determine the number and qualifica-

tions of the scholars to be admitted into the school, and shall exercise all the powers and perform all the duties in relation to such school, which are by law required of them in relation to public schools; and they may admit pupils from other towns to the privileges of the said school upon the payment, by such pupils, of such sum for tuition as shall to the said committee seem just and reasonable, and upon the same requirements, in other respects, that are observed in the admission of pupils belonging to the said town of Framingham.

SECT. 5. The supreme judicial court are hereby authorized to hear and determine in equity all questions which may arise by reason of this act, and to pass all such orders and decrees as law and equity may require.

SECT. 6. So long as the said inhabitants shall substantially comply with the requisitions of this act, the said town of Framingham shall be exempted from all liabilities under the fifth section of the twenty-third chapter of the Revised Statutes of this Commonwealth.

SECT. 7. This act shall take effect so soon as the same shall have been accepted by the trustees of Framingham Academy and the inhabitants of the town of Framingham.

[Approved May 20, 1851.]

AN ACT in addition to an Act for establishing an Academy in the Town of Framingham, by the Name of Framingham Academy.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:—*SECT. 1. The treasurer of the town of Framingham, for the time being, shall have and exercise all the powers and duties of treasurer and secretary of the inhabitants of said Framingham, as trustees of Framingham Academy, and the said treasurer shall have the same power of conveying real estate as is given to the secretary of the trustees of Framingham Academy by an act passed March first, in the year one thousand seven hundred and ninety-nine, establishing the Framingham Academy.

SECT. 2. This act shall take effect from and after its passage.

[Approved March 15, 1852.]

GROTON.

Fondly as we love our children, we commit the most important part of their training and education to strangers, of whom we know but little, and about whom we take little pains to inform ourselves. Day after day our children attend school; and we do little else in the discharge of our duty than to clothe and feed them, and purchase for them the few text-books ordered by the teacher. Few of the parents visit the school-room; few make themselves acquainted with the manner of instruction and government; few appreciate that the discipline of the school-room is doing as much, in forming the future character of the child, as all the influences of home combined, if not even more than all these influences. Here are our children, dear to us as life itself,—our hopes built upon them,—our surplus labor taking the form of dollars and cents, houses and lands,—all for them,—our incentive to

rising early and working late,—sent to school, to be educated to habits of life and habits of thought, which will determine their manhood and their womanhood with as little care as we give to the most trifling matters of life. Is it not anomalous; and yet, is it not true? A hundred calls will aggregate the full number made by visitors at all our schools in an entire year, and less than half of these are made by the parents. Yet we often complain of our schools, and of our teachers; and while complaining of our schools and teachers, we take no proper or effectual way of learning whether or not our complaints are well grounded. This great duty of rearing those whom God has committed to us, we commit to hired strangers, without troubling ourselves thereafter to know or care how well or ill the trust confided is discharged. With such neglect of parental obligation, we need be little surprised if the child in whom such great hopes have centered disappoints us.

More than two-thirds of all our poor schools are poor only because the parents neglect them; because the parents take no interest in them; because the parents turn their children out in the morning and scarcely do more than count them as they return to their homes at night; because when complaint is made by the child, we give it our support without investigation; because when severity is charged upon the teacher, we instantly prejudge the case, and unrighteously prejudice by conclusions, in the absence of all unbiased testimony.

It is not always easy to determine who is in fault, where there is a poor and an unsuccessful school; but five times in ten it is safe to presume that the parents are. And yet, if the scholars are disorderly, we hear it said the teacher has no government; if there is no marked progress in the children, the teacher is stupid or ignorant; somebody is to blame, say the parents; yes, somebody is to blame, for the school should be orderly, the scholars should be respectful, progress should be made, intellectually and morally; and if these results are not obtained, somebody is to blame. It may be the teacher; he may be incompetent; he may not have power to communicate, or skill to govern, or wisdom to direct; it may be the children, whose associations may lead them to throw off the restraints and good influences of home; and it may be the parents, whose almost total neglect of parental discipline, or whose ill-timed words have left the children destitute of that moral restraint which it is most always within the scope of a well-regulated family to exercise.

In closing this report, we respectfully suggest that the honor and interest of this town require that it should adopt a policy with regard to its educational institutions which will tend to restrain families, with children to educate, from removing to other and more favored places

for the sake of their children, and from leaving their places to be filled up by new comers; persons who are in the decline of life and vigor, without children to educate in the Public Schools, and, consequently, under strong temptation to know little of the efficiency of those schools, and to care little for their prosperity. Money comes more easily for the support of the Public School from one who has or may have children to receive its benefit, than from one whose children are grown up and gone from him. And towns seem to thrive most when they bear upon the soil, not only the marketable products of the vegetable and mineral kingdoms, but the home-born, youthful hands and minds which shall control and transform these products, and upon which the future concerns of the town will probably devolve.

For the Committee.—DANIEL NEEDHAM, JOSIAH K. BENNETT.

HOLLISTON.

High School.—The High School is no longer an experiment. Its worth is more and more manifest; and, in calling renewed attention to it at this time, it is not supposed that it needs, as a prop, anything we may say; but we write in hope that its mission and results may be more fully realized. We are not now to refer to the actual economy of the school, though it would be easy to show that the tuition of the forty-five scholars—the average attendance for the past year—would, at any of our academies or seminaries, be nearly or quite ample to meet the expenses of this school; while the extras for travelling, board, clothing, incidental expenses, etc., unavoidable in attending school abroad, would more than double the whole sum now paid in support of this school. Nor do we refer to the fact that it equalizes the pecuniary burdens of an education, so that the child of the poorest parents may become an equal and competitor with those of the richest in advantages, progress and culture.

Among the many benefits of this school, we mention:

It elevates and gives a character to the town, and brings it into equality and fellowship with the first-class communities of the State. It makes contented those, who, appreciating the worth of a good education, desire to secure its blessings for their children or wards. It makes the town attractive to the better class of citizens who may be seeking a home, and thus serves to introduce those who are of worth and honor to a community. It thus steadily works to the pecuniary, mental and moral gain of the town. Towns with good schools well graded and complete, compared with those that are the reverse, are like a well-tilled farm bounded with the homesteads of the sluggards.

It fits for teaching. Facts alone are poor qualifications for a teacher. A teacher may have a quiver full of them, and yet they speed from the bow only to harm. Teachers need discipline, habits of self-control and self-reliance. This discipline is given in the higher branches here pursued. This self-control is largely the result of the necessary discipline of the school. This self-reliance is one of the aims of the school from the first to the last. The education is consecutive and progressive. Each term supplements the preceding; all culminating in that fitness of culture and strength of powers and character that needs only the experience of a few terms to develop the pupil into a practical, worthy instructor in the Public Schools.

To this source mainly, also, we look for teachers. They have been specially trained for the special wants of our schools; and thus the schools, through these teachers, become a unit in their workings and results. There may be diversity of talent, culture, and tact, but not more than enough to give color and beauty to the fabric as it leaves the loom.

It has, moreover, a happy influence on all the schools. It secures to a large degree the proper grading of the schools, so essential to success. Classes can be formed and sustained in each upon division of scholarship and age that would be impossible otherwise. It relieves the lower schools. Were these pupils to remain in the district schools, each of our ten districts would necessarily have the studies that are now in this school. Nearly one-half of the time would, it is safe to say, be devoted to these, which is now secured to the younger classes.

Were it not for the High School, most of the districts would be compelled to employ male teachers, who, from the smallness of the pay, must necessarily be of inferior worth. Besides, it is generally conceded that female teachers are much better adapted to govern and instruct during the first and most plastic years of school life. By an organic law of the race, to the moulding influences of a mother's love and care, are committed the early years of life, and her place in the school should not be filled by other than those who are endowed from on high with kindred instincts and life. Now the High School, by absorbing the older and more advanced members, leaves in these schools a class of pupils so limited of numbers and age, that they may be successfully governed and instructed by female teachers.

The High School promotes refinement and culture. It gives that contact with society, it softens the asperities, enlarges the views, promotes that catholicity of spirit, and urbanity of manners, that comes as one of the chief gains of attendance at schools remote from home.

The prodigy at the fireside, or in the district, has his self-esteem duly and early curbed as he mingles with those from all the town.

The uncouthness, diffidence, or undue confidence of some quiet nook, away from competition, finds its corrective in the broader field of action and comparison.

It also tends to bring the younger members of the High School constantly under the refining, elevating influences of the older classes, who, from their age and opportunities, are entitled to the rank, and are worthy of the name of ladies and gentlemen.

There are also unconscious influences for good ever emanating from such a school, silent and unrecognized, yet mighty in their results, in the well-being of the individual, mighty in its weal for the community, State, and nation.

For these considerations, hardly more than hinted, and for others as weighty, we commend the interest already manifested in the High School, and trust that it may become more and more conformed to the perfect model, and be a source of perpetual good to the town.

Superintending School Committee.—AUSTIN F. HERRICK, ORRIN THOMPSON, J. E. A. FISH.

HUDSON.

Home is the place, after all, to lay the foundation of the character. If home influence is at variance with the teachings of the school-room, it makes "up hill" work for the teacher, and his labor, at the best, is lost.

We wish to impress upon the minds of the parents the necessity of sending their children to school every term, as well as every day of the term, until their education is completed, unless insuperable obstacles prevent.

A scholar, for instance, attends the High School during the winter term, and leaves until the next winter. The members of his class, who have attended school during the year, are much in advance of him, even if he has kept himself familiar with what he learned the previous winter; but, the chances are, that he has forgotten half at least. If he attempts to go with his old classmates, he finds his work like building a tower from the top. If he goes into classes of his rank, he feels mortified and discouraged, because, perhaps, the members of the class are so much beneath him in stature and years.

The teacher cannot form new classes throughout, for the accommodation of such, without damage to the rest of the school; the consequence is, the scholar makes but little progress, is a drag to himself and the school; and the parent, who has no one but himself to blame, finds fault with the teacher, because the child has not "learned anything."

School Committee.—GEO. S. RAWSON, D. B. GOODALE, H. C. DUGAN.

LEXINGTON.

We offer a few suggestions on the subject of corporal punishment in the Public Schools. The laws of Massachusetts provide that, "A child unlawfully excluded from any public school, shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend, against the city or town by which such school is supported." (Gen. Stats., chap. 41, sect. 11.) Suppose a pupil to be so insubordinate that the prosperity of his school requires relief from his misconduct. Such a pupil might, doubtless, if necessary, be lawfully excluded for the sake of other pupils. But is it lawful to exclude him without first employing all the means given by law to the teacher to control the pupil within the school? In other words—the rod being one of the means which the teacher has the right to use—can the proper authority lawfully expel a child from a school for insubordination, without first requiring a fair trial of punishment by the rod as a means of correction? If not, then a committee must either require the punishment of a persistent offender by the rod, or subject a school to almost any little disturbance which the ingenuity of a mean disposition might contrive. There seems to be little room for any difference of opinion on this subject. A committee who should, regardless of this dilemma, expel a child without any attempt to reform him by force, might expect the courts to pronounce their doings unlawful, whenever any litigious person should stand ready to avail himself of the child's right of action. The best method of dealing with misconduct in a school is, of course, if possible, to quell it by weight of authority and without force. What we have endeavored to say above is, that we think the laws of Massachusetts intend that force should be used rather than expulsion, in any case where either would remove the evil. The officers in charge of the Public Schools are expected to keep them free from such defiant misconduct as will interfere with their usefulness. These officers have the power to exclude the mischievous; but they cannot exercise the power lawfully, we fear, until they have tried what, in some cases, must be injurious, and, perhaps, useless force. This state of things we deprecate. It seems rather behind the age. We can see no practicable escape from the difficulty, but by the enactment of a law somewhat in the following form: Corporal punishment, for past offences, shall be lawful in any Public School, or any branch or class thereof, so far as the school committee of the city or town supporting the school may not have voted to exclude it. With such a law on the statute book, the committee of this town might, for example, lawfully exclude corporal punishment, for past offences, from the High School, and then present

to the unruly the plain alternatives, good behavior or expulsion. Good behavior would, in our opinion, be universal.

School Committee.—JOHN W. HUDSON, JONAS GAMMELL, LUKE C. CHILDS.

LINCOLN.

If education is a progressive science, and teaching a progressive art, we must have progressive teachers. Teaching must not be a mechanical routine, the work being executed from year to year on the same stereotyped forms. The teachers of our State demand that their calling shall be acknowledged a profession. Every friend of education will cheerfully accord to the calling all possible honor. The successful teacher must then do what is done by those who are successfully devoted to other professions,—keep up with the movements of his own calling.

The clergyman who has any just idea of the demands of his profession, does not, with the termination of his preparatory studies, consider himself in possession of theological knowledge sufficient for his life-work. On the other hand, he is a constant student of the distinctive works of his profession. The physician must keep up a certain amount of professional reading to maintain his relative position among medical men. The lawyer who ceases to study with his admission to the bar, is not likely to be burdened with clients. And so in the profession of teaching, for progress and the best results, there must be professional studies.

Let the teacher be made familiar with many methods of presenting any particular study if but one be used, it will have all the more life and efficiency. If it is a chosen method having a pre-eminent adapt-
edness in the teacher's estimation to an important work, it is not likely to be an inefficient instrument or unskillfully handled.

The flexibility of a method is often the test of its excellence, because thus it has the largest adaptation to the varying capacity of the class in training. Teachers should aim to systematize and classify the facts that pertain to any branch of knowledge which is pursued; first, because the process is invigorating and peculiarly satisfactory to the mind; and, secondly, because in this form the memory holds it more tenaciously. The child's mind, often disturbed rather than pleased by the unknown words, and sometimes misapprehending, or but partially apprehending the thought expressed in the author's text, with no developed power of generalization, needs to be assisted by the teacher, first to a definite and clear apprehension of the fact, and then to an adjustment of its relations; for the logical order of knowledge is perception, classification and philosophy of facts. The skilful teacher, divining the illumined and the shadowed side of the thought as it lies in

the pupil's mind, by a hint or suggestion, or full explanation, as the case may require, gives the needed light. When the statement is clear, as an isolated fact, let its connections, often very important, be shown. The value of a lesson, or a course of lessons, in a given study, depends, to a very great extent, upon the manner in which the teacher's work is done. The same amount of application on the part of the pupil will often bring very different results, as the recitations have been skilfully or indifferently conducted. The pupil has perhaps mastered the words but not the thought; a little help from the teacher is invaluable. The scholar has made a good deal of effort to accomplish thus much; the mind is wearied and is ready to turn to something else. Disciplined minds, accustomed to direct and continued mental effort, know well that it requires, sometimes, no small exertion to hold the mind to a subject from which it is ready to rebound. Of course it is impossible for the untrained mind of the child to make such effort for any considerable length of time. The skilful teacher will incite the enthusiasm and stimulate the mental action of the child, giving the necessary aid in the best form, just at the right time, so that the thought may be seized, understood, and fixed in the pupil's mind.

The studies of our schools may be divided into those that have a practical value for constant use, as the principles of natural philosophy for the mechanician, and those which are pursued for the simple end of mental discipline. We cannot, however, divide studies, and say, "this we pursue simply for the acquisition of its facts, and this simply for development and discipline, as a gymnast uses his dumb-bells," because from the former, more or less mental discipline is derived, and the latter are not without practical value.

Says a distinguished English college professor, in a recent lecture on "Boyhood and School": "It is a blunder, founded on meanness, vulgarity and a total misconception of man's real dignity, to suppose that a future tradesman needs only such mental training in youth as will enable him in after life to cast up accounts correctly, read a newspaper with ease, and write a business letter without committing gross errors in spelling." "They who are likely to have in manhood the longest desert of monotony to pass over, should store up in boyhood and youth the greatest amount of provender."

"Again and again would I impress upon others my conviction, that in whatever of instruction we impart to a pupil, we should be guided only by the consideration of the pupil's age, health and capacity. God knows we should make very few too enlightened for their future stations."

School Committee.—HENRY J. RICHARDSON, J. DEXTER SHERMAN, WILLIAM FOSTER, SAMUEL H. PIERCE, JAMES FARRAR, WILLIAM MACKINTOSH.

LITTLETON.

Trained Teachers.—Some of the most successful of our schools have been in charge of teachers who have been trained for their work in the Normal Schools. Teaching is a difficult art. Its high ends are by no means obvious to ordinary minds; its best methods are not easily discovered; and its true and noble spirit is in no small degree a result of instruction, and of contact with minds long familiar with its manifold details.

It is, therefore, recommended to our teachers, and to all who anticipate this work, to avail themselves, as far as possible, of the liberal advantages for training provided by the State. Let those who accept one of the greatest responsibilities known among men, endeavor by every means to be able to comprehend the nature and importance of this calling, and to furnish themselves with every requisite accomplishment of mind and heart. They need not only the facts and principles of science, but with a true idea of what education is, a knowledge of mind and temper, and of the springs of influence and power over the young mind. They need to come to their work with the steady glow of an intelligent enthusiasm, that loves the young, and loves instruction, and finds a sweet reward of toil in its grand results. The teacher's desk is no place for a surface character, or for blundering mediocrity, or indolent routine, or for selfish pride or passion. It demands a clear head, a sound judgment, a warm heart, a frank, tender sympathy, tact, skill and patience.

These qualities cannot be put on at an hour's notice. They are results, in no small degree, of painstaking effort, and of appropriate influence and instruction, such as is provided in the Normal School.

Valuable assistance may be derived also from attendance upon teachers' institutes, and the perusal of periodicals devoted to the interests of education.

Indeed, whatever study or pursuit tends to expand and furnish the mind, or kindle the humane and generous affections, increases the fitness of the teacher for his work.

Discipline.—An important condition of success in the school-room is order. Like growth in animal and vegetable life, the processes of education have their own fixed laws. It is the duty of the teacher, not to make laws, not to create the right and wrong, but to express and maintain that which exists in the nature of things, and which cannot be disregarded without injury. Shall corporal punishment be employed in securing the order of a school? Not in every case of discipline. Not in place of other penalties more appropriate to the forms and degrees of misconduct requiring punishment. But certainly

in its own place and measure. Cases of insubordination occur which can be treated by no other form of discipline as appropriately and effectively as by the infliction of physical pain. Thus God governs men. While He persuades to obedience by appeals to reason and conscience, hope and fear, he also threatens most appalling forms of physical suffering, and in the administration of his government fills the world with disease and pain as the consequence of sin.

The use of corporal punishment has been stigmatized as cruel and brutal, "brute force in the man appealing to brute force in the boy." Whether it be so or not depends upon the spirit in which it is administered. The surgeon is neither cruel nor brutal in occasioning unavoidable pain. God tenderly pities those whose bodies are, in the appointments of his loving discipline, full of torture.

Much of discipline necessitates some kind of pain. In determining what kind of pain to inflict in the correction of evil, why must the physical nature be held more sacred than the spiritual? Is it right to inflict the pain of fear or shame or remorse, and is it a cruel, brutal crime to occasion the merited smart of the hand or back? "A whip for the horse, a bridle for the ass, and a rod for the fool's back." Nothing can be more to the point than those other words of the wise man: "Foolishness is bound up in the heart of a child, but the rod of correction shall drive it far from him." Or again: "Withhold not thou correction from the child, for if thou beatest him he shall not die. Thou shalt beat him with the rod, and shalt deliver his soul from hell." In medicine, no mistake can be greater than to treat with mild and harmless prescriptions diseases requiring the immediate action of powerful remedies. The medicine must be suited to the character of the disease, or it does harm. So in the treatment of moral disease. Cases sometimes occur, both in the family and in the school, for which no other remedy than the rod is appropriate. In such a case, "he that spareth the rod hateth his son." A too mild discipline does mischief. The teacher who fails to correct such a case with fitting punishment, wrongs the erring child and the school that witnesses his impunity. We do not advocate the use of corporal punishment as the only or principal or frequent means of discipline. It should not be made to do the work of other forms of discipline. It should not be used with a spirit and to an extent that more than neutralizes its appropriate effect. As in every kind of discipline, there should be clear evidence of guilt, deliberation, calmness, evident sympathy with the guilty sufferer, tenderness, and a disposition to mercy; yet a firm, steady hand, that insists upon the end intended in the discipline, and that will not compromise with insubordination. In God's government, physical pain is widely and effectively employed to hedge up the paths of sin,

and reclaim those beginning to wander. Warned by the pain of transgression, wise men retrace their steps, and walk in the paths of peace. In our schools the rod has its appropriate office, and cannot be entirely laid aside without serious detriment.

We cannot model our institutions of government on those of such a country as France. We cannot abandon the traditional system under which the New England character has grown up, in favor of a discipline that is too weak to enforce obedience in children by the rod, and that produces men who cannot distinguish between freedom and anarchy on the one hand, nor on the other, between the treacherous security of despotism and the blessings of a righteous government. Men capable of self-government are those who, in early life, learned, sometimes through painful discipline, to be subject to legitimate authority.

Secretary.—E. LOOMIS.

LOWELL.

The Primary Schools should be the objects of the greatest solicitude. In them the work of education commences, and the manner of its beginning will greatly affect the subsequent career of the scholar. If but one grade of our schools can excel, let it be the Primary. If all attain high excellence, the community should see that the Primary is still pre-eminent,—that it is the most carefully fostered, the most liberally supported, and is furnished with the best teachers in the city, who shall be more highly honored, and at least as well paid, as the teachers in the grade next above. Great care should be taken to remove the too common delusion that the Primary requires a less able teacher than the higher grades. The fact is quite the reverse. The work of awakening the mind, gives it its first impressions, inclinations and aspirations,—is a delicate and fearfully critical experiment. Rightly performed, it is like attuning a harp to celestial harmonies, and wrongly done it is like, but far worse than like, deforming the child's limbs, benumbing its ears and distorting its eyes. The best talent is required for the effort. If inexperienced, unprepared teachers are to be employed, by all means let them be inflicted on some other grade, and not be intrusted with the most nice, responsible and noble work of the Primary School, until they have gained experience at the expense of some less sensitive and fragile class of intellects. The idea still exists, even among teachers, that the change from the principalship of a Primary School to an assistant's place in a Grammar School, is promotion. This mistake should be corrected, and our Primary teachers be made to feel both in mind and in pocket, that the

community regard their positions as most honorable and important, and that from them no change can be rightfully called "promotion." The skilful and faithful Primary teacher is worthy of all encouragement and grateful remembrance, and should rarely or never be allowed to resign her charge upon any question of compensation. Such a laborer is worthy of her hire. Would that the hire were always worthy of the laborer!

The large majority of our Primary Schools are good; several are very good, and quite a number are excellent. Still, in all these schools, there is too much use of the book, and far too little of the magnetic effect of oral instruction. Not a few teachers, even of those who try to be good ones, are entirely unmindful of nature's way of teaching. The child begins life by feeling everything he can reach. Even the blaze of the lamp and the hot stove, he tests with his fingers,—thus taking his first lessons in chemistry and philosophy long before his first lesson in words. As he grows, he is continually handling new things, and thus getting his ideas of them. During his first five years, he learns a myriad of wonderful matters, and educates himself not a little in practical affairs, and nearly all he does by touching, seeing or tasting. His ears are doing far the least of his five senses. At the age mentioned, he is caught and sent to school for the first time. Do we follow nature's example and teach him there mainly through his fingers and eyes? Do we take full advantage of those powers of observation and of comparing things, not ideas, that have been developing from his birth? Oh, no! We too commonly disregard nature and the foundation she has so carefully and thoroughly laid. We are pretty sure to put the child down to tasks, and to commence by force, seconded by painful effort on his part, to fasten into his memory in words that convey to him very little meaning, a succession of facts that he does not understand, and many of which would do him small good if he did. Somebody's facts, in formidable language, are crowded into his memory; with the natural teaching he still gets out of school he continues to learn and is enabled to make some slight use of the ideas he picks up in school, so that he finally leaves the Primary School, knowing a few things, and half knowing a good many more, but how lamentably inferior to what he would have been, with a natural system of education, after so many years and so much of labor and expense. But in some cases the prevalent manner of training the child is attended with results more terrible than ignorance. A report adopted by the school committee of Boston last June, remarks as follows:—

"What we need in our schools is more teaching and less stupid memorizing; education, not cramming. Many of our text-books,—

and they are all too blindly followed by the teachers,—are made up upon this plan, namely, of saving the teacher from any labor, except the mere effort of hearing the recitation. * * * When we compare the value of the fruits of this memorizing process with that of the active development of the mind of the pupil into a state of real intelligence, we can but conclude that the time of the pupil misspent in this way, is worse than wasted, for it tends to make him a mental cripple.”

Sir Henry Holland, an eminent physician of London, protests against this forcing of the memory, and adds, “the memory may be seriously, sometimes lastingly, injured by pressing upon it too continuously in early life. * * * Its powers are only gradually developed, and if forced into premature exercise, they are impaired by the effort.”

Now, in a true system of instruction, the memory is constantly exercised, but it is only called upon to remember those things that are received through the other senses. The scholar is to be educated—a term derived from the Latin *educo*, which means to draw out. Thus, education is a drawing out of the pupil's mind of that which the various senses have put into it. There is a world-wide difference between this process and that more common one just condemned.

The great value of “object teaching” will begin to be seen. In this, the teacher, standing before her class with no text-book, and no set words, holds up some object, such as a slate, a knife, a nail, a piece of wood, a stone, a flower or leaf, an ear of corn, a specimen of fruit, &c., &c. Then follow questions upon the origin, use, shape, color, weight, odor, strength, value, &c., of the object,—the latter may be passed about in the hands of the scholars until neither they nor the teacher can think of any more to ask or say in connection with it. Perhaps fifteen minutes each half day is enough for a class to give to this exercise, and some portion of this time should be used in review questions upon previous exercises. With the younger classes the answers will be fewer and the exercises shorter; but, in the older classes, the interest excited will soon be very great, the answers full and animated, and the entire stock of the teacher's information be sometimes taxed quite unexpectedly and even amusingly. In this way, with constant reviews, the memory finds enough to do and does it without driving or over-exertion. By the end of the Primary course, the pupil has handled and looked over, and sometimes tasted, pulled, or broken in pieces, smelt, measured, and mentally weighed, many hundreds of articles; he has laid up a stock of information of incredible amount, and all he knows; he has, in his turn, given the rest of his class, as he has proposed or answered the latest questions of each exercise; and what is best of all, he has acquired habits of careful

observation and reasoning that will last him through life, growing with his growth and strengthening with his strength, and proving the main pillar of his subsequent education.

To hasten the application of this system to the regular studies, the committee have discontinued the use of any text-book of geography in the Primary Schools, and have directed that branch to be taught orally, and from outline maps which have been provided, or from maps drawn on the blackboard by the pupils from memory,—an exercise recommended, but not yet made compulsory. If the incoming committee will place a globe in each room, and a cheap compass, they will aid in carrying out the plan.

In carrying out object teaching, after each alternate exercise, or oftener, the scholars should write, on their slates, an account of what has been said. Thus the lesson is more firmly fixed in their minds, their writing is improved, the misspelling and misused words will make a good spelling-lesson, and the writers will soon acquire, unconsciously, a fluent style and readiness at composition.

Drawing should go hand in hand with such teaching, from the first month in the Primary School, to the last month in the High School. That an art of which the simpler parts are so readily acquired, and which is constantly useful in itself, besides the training it gives the hand and eye for other purposes, should be totally neglected in the schools, is, in a practical community like ours, a very singular fact. In Cincinnati, drawing is taught regularly in all the schools. Throughout the kingdom of Prussia, it has long been taught in all the schools of her fifteen million inhabitants,—schools second to none in the world, and which take in substantially every child in the country. Horace Mann said, twenty-five years ago, that in the many Public Schools which he visited in Germany, almost every pupil could draw with ease, and most with beauty; and added, that he never saw a teacher there use a ruler or guide in drawing the most nice and complicated blackboard figures, nor make a single alteration because he had drawn a line too long or short. Verily, the eyes and hands that aimed the needle-guns at Sadowa had been trained in the drawing-lessons of the Public Schools, and the victory may not have been mostly due to the gunsmith! As many of our teachers have no opportunity to become familiar with drawing, the committee will suggest to their successors the expediency of a drawing-teacher who shall, for a term or two, visit all the schools in the city as often as practicable, and instruct the teachers as well as pupils.

The remarks upon teaching in the Primary Schools, will apply with slight variations to the Grammar Schools. The committee have strictly forbidden the teachers from allowing the pupils to commit to

memory and repeat the words of their text-books in geography and history; any teacher violating this rule is liable to immediate dismissal. Prompt measures seem necessary to entirely remove from this grade of schools this worthless and injurious custom, the evil effects of which have already been dwelt upon. Daily oral exercises have been prescribed, and the teachers enjoined, at all times, to require their scholars to express their own thoughts, and use their own language, rather than the words of their text-books. Mental arithmetic has been ordered as a daily exercise in every class in these schools. This branch is never finished, and should be pursued in the High School course.

The study of English grammar is the subject of much hard work and perplexity to the scholars, and absorbs no small part of the time of the upper divisions. If, at the end, the scholar has not learned to "speak and write the language correctly," he has lost his time, and has strengthened the ruinous habit of passing over a study without understanding it. Some of our schools compel the scholar, in grammar and in arithmetic, to commit to memory the rules as preliminary to learning the application. This is decidedly unnatural. In multiplication, for instance, the beginner should become familiar with the process, and be able to work examples with facility, before the rule is mentioned; then from his work he will deduce the rule, or a rule just as good, and one that will reflect his own ideas, instead of being mainly incomprehensible, as the thing often is allowed to be, till long after it has been learned and repeated. A common delusion is, that scholars learn how to work ordinary arithmetical examples from first acquiring the rule. This, to state it mildly, is not generally the case. Nor is it true of grammar. The scholar should deduce his rule from what he learns, not take it for granted. On this point, George B. Emerson says:—

"No rule, no definition, is intelligible to a child till after he has learnt what it means from examples. Nothing, therefore, can be more unnatural, or more unphilosophical and absurd, than committing to memory and pretending to learn abstract propositions in grammar before the facts in the language, from which they were originally inferred, have been made familiar, or even known. * * *

"The definitions and rules are, in many schools, committed to memory before they are or can be understood; and much of the time which most of the children have to learn to speak and write our language correctly— which can only be done by speaking and writing it in sentences made by themselves—is wasted in committing to memory and repeating unintelligible sentences, most of which would be of very little use even if they were understood."

President Hill, of Harvard College, takes similar ground, and says that the study must be begun by presenting its facts to the imagination, and the principles afterwards. The mass of chaff which children are often forced to swallow on account of the few grains of wheat buried therein, is shown by the size of the grammars in use. The poet Milton was an exquisite Latinist, and he published a grammar containing all that he thought required to make a thorough scholar; the book contains less than thirty-two pages of Andrews & Stoddard's grammar, which latter work, for the same purpose, demands the study of more than three hundred pages. Professor Thompson, of Queen's College, Belfast, says that he can put all the Latin grammar necessary to make a boy a good scholar into a book of twenty-four pages that will sell for sixpence. Heine, the famous German poet, happily remarks that it was well for the old Romans that they did not have to master Latin grammar, for otherwise they would have had no time to conquer the world. What is true of Latin grammar, is far more decidedly so of English.

Professor Beck, Lord Kaime, Adam Smith, John Locke, and that grand old schoolmaster of royalty, Roger Ascham, with many other rare scholars, have pleaded for simplicity in our grammatical education—the giving up of the great mass of rules and distinctions—that originate not in the language but in the uneasy brains of those who make books as a speculation.

It would seem that the schools of a practical, enterprising, common-sense community like ours, would furnish a most eligible field for a reform so long and so loudly called for.

But our Grammar Schools need still further elevation. If they are reduced to the position of mere feeders of the High School, it is but reasonable to expect their masters to aim at the highest success in that work, claiming merit according to the results; and it is due to them to say, that, in performing so well this duty, they show themselves worthy of a wider field and a higher range. Now suppose the following plan to be adopted: When the first class has completed the present course, let it remain in the Grammar School another year as the advanced class, perfecting itself in arithmetic, history, physical geography, composition, elocution, drawing and penmanship, completing physiology and natural philosophy, and commencing astronomy, algebra and plane geometry. At the end of the year, the members will be well fitted for promotion to the High School, or to go forth to special training in the business of life. More than nine-tenths of the pupils entering the Grammar School never go further. How important, then, that for this enormous majority, a higher and broader course of study be furnished! The influence of such an advanced

course would be felt in the lower classes, and each school would become a seminary of a much higher order in all its parts. Some little philosophical apparatus would be needed, with a few geometrical models and charts which are desirable at present, but the change would be expensive.

For the Committee.—JOHN A. GOODWIN.

MALDEN.

It is a great mistake to suppose that young and inexperienced teachers are qualified to take charge of our Primary Schools. Here is the foundation of the educational structure, and unless the work is well done, the whole future of the child is imperilled. It cannot be too strongly impressed upon the minds of parents, and upon the conscience of the school committees, that the very best talent is absolutely indispensable in the Primary department. By this we do not mean that the same kind or quantity of talent is necessary as is required for the direction of a High School, but in her peculiar sphere the teacher should be as thoroughly prepared. It is not simply the teaching of the rudimental branches, the dull routine of the alphabet and the reading of words of one syllable; no,—it is a combination of the intellectual, moral, disciplinary and formative processes, that here find their first and most lasting results. It is the first dawning of intelligence and apprehension that calls for the special direction of the instructress. The law of love, tenderness and forbearance, mingled with a quiet firmness, should ever control the teacher's mind. Here, too, is required a greater diversity of talent and adaptation than in any other educational department. All is new to the child, and every step may be called an original movement. What a multiplicity of little things there are to be learned; how the child's mind, restless, inquiring, observing, must be fed with minute portions, not overloaded; and gently led along in such a manner as at once to interest and instruct. Those busy eyes and restless hands are to be occupied, and the tedium of the school-room relieved by such a variety of exercises as shall develop the germs of character and thought. Every look and action of its teacher leaves its impress upon the plastic mind of the little one, and is silently commencing that process which will ultimately harden into experience as character. Again, the minds of children exhibit wonderful diversity, and no carefully prepared rules will be found to answer every emergency, or be suited to every capacity; hence the faithful teacher will distinguish the peculiarities of her scholars, and lead them by those paths which are best adapted to their progress.

It is then clear that none but kind and skilful hands should guide

the youngest of the flock; teachers who can amuse as well as instruct; teachers of cultivated manners as well as cultivated minds; teachers whose example everywhere and at all times shall be worthy of imitation. The impressions through the eye are far more vivid and enduring than all mere formulas and statements. Not what you say, merely, but what you do, as well, is the child's test of character and sincerity; therefore every teacher should be a person of refined manners, gentle disposition and sympathetic nature. "Unrefined manners, uncouth expressions, undignified and trifling conduct, or untidy and negligent habits, cannot be compensated for by a knowledge of the sciences. In human intercourse every element of character is an educator."

School Committee.—GEO. W. COPELAND, G. D. B. BLANCHARD, A. F. SARGENT, W. H. RICHARDSON, J. F. WAKEFIELD, H. M. HARTSHORN.

MARLBOROUGH.

School Discipline and Punishment.—In our last report we spoke particularly in regard to the government of schools, but it seems necessary that we should occupy your time for a moment now. It is not expected that we shall have perfection in school government, but there is no doubt that improvement can be made. Your committee are far from favoring the abolishment of corporal punishment in the schools. Before that can be given up in the school-room, it must be dispensed with at home. We leave our teachers with the following instruction: "That they shall practise such discipline in their schools as would be exercised by a judicious parent in a family, and that in all cases they shall avoid corporal punishment where good order can be preserved by milder means." If teachers break this rule and inflict severe punishment they do not comply with the request of the committee—nor do they try to carry out their wishes in regard to chastisement. It must be acknowledged that in this enlightened age, teachers are not expected to abuse their authority; if they do it is morally certain that public sentiment will not sustain them. We do not believe that trouble would arise and cause public talk if the rules of the school provided by us were followed. Nor do we believe that there would be any difficulty in governing the schools. Teachers should use judgment in their management of children, and then they would avoid much of the trouble that now so often hinders their success. They must remember that it is not severity and sternness that secures a loving obedience; for even in our prisons they have done away with the lash, and very seldom resort to the dungeon as a means of punishment. Those things tended to harden the criminal. Those who have considered the subject of school discipline in a critical manner, and

have investigated it thoroughly are unanimous in their opinion, (we quote from the report of the school committee of Boston,) "that where the least corporal punishment is used, there the best discipline is observed. And, on the contrary, in those schools where a great amount of corporal punishment is used, there will be a forced attention to study; a sort of criminal look to the scholar, and a want of mutual sympathy between him and the teacher."

It is highly important that our Primary Schools be under the control of good instructors. "It has been supposed that almost any one can teach these schools. Never was there a greater mistake. How essential it is that young children should be taught and trained correctly, that they may go to the higher school with nothing to unlearn—that they may be saved the time and vexation of correcting poor teaching. Some of the most tedious and unpleasant work of both scholars and teachers consists in undoing what has been done wrongly, and in going back to learn things that have been neglected." What is stated in the above quotation is emphatically true. And no one can fail to see that much depends upon the way in which our Primary Schools are managed, as to the influence the pupils will exert on the higher grades when they enter them. We do not think that every one who can teach is qualified to take the charge of Primary Schools. They need teachers who are not only fitted to teach the branches required, but who have noble, rich and generous characters, for they are to mould these young minds, and in their instruction they can do much that will have a tendency to make them good men and women.

It is now two years since we established the present graded system in our schools, and we have reason to believe that it has been a great benefit, and a means of improvement. They appear better in every way, and what we need now is to labor for that thorough mental discipline that will give them character. If teachers, committee and parents unite for this purpose, there is no doubt of success. We shall then be able to send from our Grammar Schools some most excellent scholars, whose lives will do honor to the schools in which they were educated.

School Committee.—S. N. ALDRICH, W. A. START, JOHN A. CONLIN.

MEDFORD.

COURSE OF STUDY AT THE HIGH SCHOOL.

First year.—*Classical department.*—Latin, Physical Geography, Rhetoric, Algebra, Bookkeeping. *English department.*—Same as in the Classical department.

Second year.—*Classical department*.—Latin, Geometry, Rhetoric, Ancient History, Natural Philosophy, Trigonometry and Surveying, or Botany. *English department*.—French, Geometry, Rhetoric, Ancient History, Natural Philosophy, Botany, or Trigonometry and Surveying.

Third year.—*Classical department*.—Latin, Modern History, Chemistry, Arithmetic, (review,) Geology, English Literature, Astronomy. *English department*.—French, Modern History, Chemistry, Arithmetic, Geology, English Literature, Astronomy.

COLLEGE COURSE.

First year.—Same as in the Classical department.

Second year.—Greek, instead of Natural Philosophy. Otherwise the same as in the Classical department.

Third year.—Latin, Greek, French, Arithmetic, English History and Ancient Geography.

Fourth year.—Greek and Latin.

As will be seen in the above arrangement, the courses named English and Classical embrace studies common to each. This seemed to us necessary, inasmuch as a course of preparation for college, and an otherwise liberal course, requires a thorough knowledge of some of the higher as well as common English branches, and a regular English course can be made more valuable by the knowledge of the rudiments of the Latin and French languages, to both of which we are largely indebted for much that is beautiful in our own native tongue. The studies of the English course have special reference to the wants of those lads who wish to fit themselves for business and civil engineering, and for young ladies, especially, who desire some knowledge of the natural sciences.

The course of preparation for college we deem very important, even though a few only of each class will pursue this course. But while the few may avail themselves of it, its facilities are offered to the many, and we hope that not lads alone will receive its advantages, but also the opposite sex, whose liberal education is deservedly becoming a matter of increased public interest.

School Committee.—DANIEL A. GLEASON, *Chairman*, GEO. M. PRESCOTT, *Secretary*, N. T. MERRITT, ELWELL WOODBURY, ALFRED TUFTS, GODFREY RIDER, Jr.

MELROSE.

At five years of age a child is allowed to enter our schools. At that time he has acquired a sufficient command of language to express every thought. He has learned—never to forget—the names of nearly

every object with which he comes in contact. He is curious, observes closely, remembers well, and has begun an education which is drawing out and developing every faculty. He attends school for nine years, and graduates with a slight knowledge of arithmetic, a smattering of geography and grammar, and, apart from the ability to read, possessing but little of that knowledge which is indeed power. He has memorized much, but it fast fades from his mind. He has acquired but slight aid from books to meet or overcome the difficulties of life; and but for the habits of obedience, attention to work, and powers of application, learned incidentally, rather than directly, has but little to show for his nine years of confinement.

What greater absurdity than that so many pupils at fourteen years of age should know nothing of the causes of the seasons, the action of the atmosphere, the powers of steam or electricity, the simplest miracle of chemistry, or of any of the great geological changes that have taken place in the physical structure of the earth! Not that we expect an exhaustive study of any of these subjects, but that acquaintance with them which will lead to future investigation, and explain some of the phenomena which are of daily, if not hourly, occurrence around them. Such a knowledge could be imparted in talks and lectures, illustrated by apparatus, and prove one of the greatest attractions of school life.

School Superintendent.—To remedy many of the defects of our schools is no slight task. Committees, as generally constituted, hold a divided responsibility, oftentimes amounting to none. They do not make a specialty of education, and have other duties to occupy their time. The burden and annoyance of the office occasion frequent changes. Every candid member of a committee will acknowledge that in reality he knows but little of the real progress of his schools. If he devote one day a week, he can, in Melrose, complete the rounds in a term, and learn something of the glaring defects. But his very visit and examination frequently create a false condition, and mislead him in many respects. When we shorten the visit to what is more common, a mere looking in at the door, or to a moment's chat with the teacher, it is easy to judge how much a school gains by such official inspection, or how much the inspector learns of its condition.

The work needs a man well acquainted with school systems both at home and abroad; one who can advise both teacher and committee. Five hundred workers, each striving to reach a common result, should have such unity of instruction as can be best secured by a well-qualified school superintendent.

School Committee.—CHAS. H. ISBURGH, T. W. CHADBOURNE, MOSES PARKER, N. P. SELEE.

NORTH READING.

Uneven Population.—Owing to the uneven population of the town, some schools have had more pupils than could profitably be instructed, while other schools have had less. The former, too many for perfect discipline and regular recitations, with sufficient time to hear them; the latter, too few to rouse the spirit of enthusiasm and healthy emulation. Thus our schools suffer from opposite causes or evils. These evils, we judge, are inseparable from the district system, which has nothing to recommend it but the fact that it is a rare “fossil,” and should be given up to the study of geologists, and the patronizing care of the antiquarian society. The absurd divisions of our town into districts, for the advance of educational interests, are more disastrous than the political “gerrymandering” of which we read. By this course, one school has sixty scholars and another sixteen. One teacher required to perform three times the work of another at a slight advance of pay; another teacher deserving thirty dollars a month, obliged to labor for fifteen, “so that the children can get their amount of schooling,” thus robbing Miss Peter to pay the little Pauls. But do they get their share of schooling? By no means. The unequal distribution of the school money does not allow this. This is unjustly apportioned, not by the number of schools, but by the number of scholars. The consequence is, the populous districts have more schooling than they can improve—in some instances nine or ten months of the year, and the more sparse ones hardly five! Because your son or daughter is so unfortunate as to live in a small district, are their educational wants less than those of larger ones? and if not, must they be defrauded of that just and necessary measure of instruction required to fit them for the duties of life and the responsibilities of citizenship in this great republic? Sublime sagacity of the fathers! Let the “district system” be quoted as an emanation of their transcendental genius—but shall their light, up to which they lived, be the guide of their progressive sons? Still shall time be wasted, money wasted, patience and strength, talents and acquirements of teachers wasted, and well-meaning but wrongly directed efforts spent in vain, to keep this unjust measure still in vogue?

We do not blame aspiring teachers for avoiding small district schools and their small compensation and poor show of progress on examination day, and for the comparisons they are forced to draw between their qualifications and time spent with low wages, and those teachers of larger schools and larger pay, and for being tempted to adopt the maxim, “Little pay, little work.”

Maxims to be observed for educational progress: *Forty scholars enough for one teacher! Twenty, less than is profitable! Abolish the district system! Equalize your schools! Advance the cause of learning!*

School Committee.—T. NEWTON JONES, GEORGE K. PARKER, WILLIAM K. DAVEY.

PEPPERELL.

The best system of Massachusetts schools proceeds upon the principle that there are no districts. This plan is not adopted in this town, consequently this excellent system is not in full and harmonious operation in Pepperell. Therefore, while the schools have had in the main faithful and competent teachers, and while the schools show at the close of the year a fair degree of progress beyond the commencement, yet they give your committee the impression that there is a serious obstacle to their full and rapid progress. We believe that this obstacle could be removed by consolidating the districts.

Your committee report in favor of this for the following reasons:—

First. This must be done ultimately, within a year or two, or we shall forfeit a portion of our State money.

Second. Legislation is brought to bear against the system of districts so as to render it inefficient, and to favor the consolidated system and make it efficient. The result of such legislation is seen in cities and towns where the districts have been abolished. In the future, legislation may be still more stringent, and our schools on the present basis more and more inefficient. This must be, for the system of this State cannot be a working unit unless the districts are abolished.

Third. The aim of the best system is to grade all schools. Our schools suffer from want of gradation. There is mutual injury to both parties by putting primary and advanced scholars into the same school. There is no age at which pupils require more careful and undivided attention than when taking their first steps in knowledge. Consequently the best minds in the State have spoken for graded schools. Every teacher knows their value. Experience has proved it. This desirable end can be attained only by abolishing the districts.

Fourth. Another fault with our schools is, there is no prescribed course of study, and consequently no well-defined system of instruction. System is as desirable in the school-room as on the farm or in the shop. Let the pupil feel that here is so much to be mastered before he or she can advance farther, and he will have a powerful incentive to labor. It is very damaging to our pupils to put them to such indiscriminate, ill-arranged mental work.

School Committee.—S. L. BLAKE, CHAS. BABBRIDGE, A. L. LAWRENCE.

READING.

It is supposed that, from the earliest settlement of the town, Private Schools were supported by voluntary contributions of the inhabitants. Reading was one of the earliest settled towns in the Massachusetts colony; and those hardy pioneers, who knew the worth of the Bible and the Church, are supposed to have appreciated also the value of schools. Although their ears were open to the whoop of the savage and the howl of the wild beasts of the forests, yet they trained up their little ones "in the nurture and admonition of the Lord," and, so far as possible, around their own firesides, and in each neighborhood, taught them the rudiments of the simple knowledge they had learned from their fathers.

On the 8th of December, 1693, is found the first recorded action of the town on the subject of schools. On that day it was

Voted, "That there should be a free school kept in the town, and that there should be a Rate of four pounds for a school in the town (now Wakefield) for three months, and if a longer time, proportionable; and two pounds for the west end of the town (now Reading;) and one pound for those that live on the north side of Ipswich River (now North Reading,) if they set up a school for reading, writing, and so proportionally for a longer time if the Selectmen see cause."

March 2, 1701, it was

Voted, "That all such as send their children to school, and do not send wood, their just proportion shall be added to their town Rate."

On the 6th of September, 1706, the selectmen made a contract with John Rogers, of Salem, "to teach reading, writing, casting accounts, and the Latin and Greek tongues, for the space of four months, for the sum of twelve pounds current money of New England." It thus appears, from the records, that the first teacher ever employed by the town of Reading was a man competent to teach the Latin and Greek languages, or, in other words, was a High School teacher, and that we, the sons, have now only arrived at a point where the fathers commenced one hundred and sixty-two years ago.

In 1707, Mr. Lewis was engaged "to be school master for said town of Reading, four months, for eleven pounds." At a meeting of the selectmen, August 28, 1707, "there was a motion made by the north-west part of the town, whether a quarter of the time be kept there, or the school-house removed."

March 1, 1708, the town

Voted, "That the north-west corner of the town (now Reading) shall have the School kept in their end one quarter part of the time."

A fair inference from this record is, that the first school-house ever erected within the original limits of Reading, was erected prior to this, and so long prior, that some thought it should be removed, or another one built. It was a small building, with a huge fire-place in one corner, and stood on the common land, near the present parsonage of the old Congregational society, in Wakefield. This house was used for the school until 1799.

The same year, "Mr. John Webb, of Brantry," was engaged "to teach reading, writing, casting accounts, and the Latin and Greek tongues, for one whole year, for the sum of thirty pounds current money of New England."

December 28, 1710, "Mr. Tomson was agreed with to keep the town school for six months, at the rate of thirty pounds per year."

August 21, 1712, the town

Voted, "To give the sum of thirty pounds per year (for the term of three years) to Mr. Dodge, upon these terms: that he will come and be our settled School Master for the said term of three years."

March 2, 1713:

Voted, "That the town doth leave to the Selectmen to appoint the time when the school shall be kept in the Wood End this year."

In 1716, Jonathan Pierpoint was engaged "To keep a school diligently and faithfully, in such parts of the town as the Selectmen shall appoint, for the term of one year; and the said Pierpoint shall use his utmost endeavor to learn the children that shall be sent to school,—every one in his several capacity,—to read, write, and cypher, and the tongues of a Grammar School Master, for 40 pounds per year, to be paid quarterly."

In 1719, Thomas Oliver, of Cambridge, was employed four months for fifteen pounds; and in 1720 he was engaged for one year for forty-three pounds.

March 2, 1778, the town

Voted, "That the School Master's salary shall be left to the Selectmen."

On the 12th of April, 1864, the town passed the following vote:—

"*Voted*, That the town forthwith take possession of all the school-houses, lands, apparatus, etc., belonging to the several school districts,

through the assessors, and that the assessors be instructed to appraise said property, and take all measures necessary under the laws of the Commonwealth, to adjust the rights of the town, and of the several school districts."

In accordance with this vote the town took possession of all the property of the several districts, allowing them therefor the sum of \$12,476.64, and, having assumed all the liabilities of the districts, made a tax to cover the balance, and remitted to each tax-payer, in his annual town-tax, his proportion of the amount due his district for the property surrendered.

Abolishing the district system had been advised by the several Secretaries of the Board of Education in their reports, and the school committees had urged the same ; but the districts, these little democracies, tenacious of their "inherent and inalienable" rights, clung to this "rotten borough system" like mortality to a deceased contraband, and rejected the proposition to abolish it submitted to them every third year. Continual effort makes an impression even on adamant. At length some of the prejudices gave way, and the measure was carried with a good degree of unanimity. Although a few, convinced by the vote

"against their will,
Are of the same opinion still ;"

yet, very little opposition has been manifested to the measure, regarding it better to "bear the ills they have than fly to others that they know not of."

The results have been all the most sanguine friends of the measure predicted, and no doubt have largely contributed to that era of good feeling which has been so nobly and generously exhibited in the decided votes appropriating the sum of twelve thousand dollars for the erection and equipment of a building for a High School so well calculated for the accommodation of our youth.

Complaints are occasionally made that the discipline of some of our teachers is too strict. Very possible. The danger is all in the opposite direction. If we do have a case of this sort, we almost invariably find so many good qualities grouped with it, that we endure the evil with most commendable resignation. Ability to secure the good will and perfect discipline of the pupils is a rare tact ; but the ability to select a corps of teachers that embody such perfections, and retain their services for seven or ten dollars a week, is a tact still more rare, and your committee do not possess it. But we aim to make the best selection we can under the circumstances. Parents and committees

do not always entirely agree in their estimate of the same teacher; though we believe that their opinions would oftener coincide if both parties were equally well acquainted with the teacher. A teacher loving her vocation—and no other is worthy the name—is as sincerely desirous of securing the best progress of her pupils as parents are that she should. Each being specially interested in that one object, we might expect more harmony of action than they sometimes show. But parents are not as well acquainted with their teachers as they should be, and hence a frequent want of confidence. The methods of the teacher are not understood. Where she differs in practice from her popular predecessors, even though she introduces manifest improvements, she is too often adjudged as unsuited to her position. If her discipline be strict, it is possible that some of her pupils may not appreciate her, that they may hint as much at home, and that the parents may thus unwittingly be led to form, and perhaps, in very rare, or in very exciting circumstances, express unfavorable opinions of the teacher. With that encouragement a pupil is a pretty fair candidate, however well disposed, or well behaved at home, for becoming a rebel in school. Multiply his case by thirty or forty others in the same school, and calculate the results. If that teacher succeeds, under such circumstances, she certainly has not mistaken her calling.

School Committee.—HIRAM BARRUS, HORACE P. WAKEFIELD, EPHRAIM HUNT.

STONEHAM.

To meet the wants of a large proportion, and we think a majority of the pupils of the High School, there should be a strictly English course of two or three years. This would be as long as a majority of the boys, and many of the girls, would desire to attend school, and would enable them to obtain a better knowledge of arithmetic, grammar, history, &c., than has heretofore been acquired by a full course in the school, and the result would be, we believe, that many who are deterred from entering the school with the present course of study, would be induced to attend.

For the benefit of those who wish to attend longer, there might be an additional course of two years for the study of Latin, French, and such other branches as should be thought proper. This would accommodate a large portion of the young ladies attending school, and enable them, if good instructors are employed, to prepare themselves for the responsible position of teachers. Young gentlemen desiring to enter college, could also, in these two years, become far advanced in the necessary preliminary studies, and, if thought advisable, there might be a supplementary course for their benefit.

Corporal Punishment.—During the past year the question of permitting corporal punishment in our schools has been discussed in all parts of the State, by the press and the pulpit, by school committees, by parents and guardians, by conventions of school teachers, and by the scholars themselves. However desirable it may be that our schools should be free from such punishment, it is doubtful whether the time has yet arrived for its entire abolition. Believing that the fear of the rod has a powerful and good restraining influence, we have permitted its use, but we believe that it has been used sparingly and with discretion. We are confirmed in our opinion by our experience with scholars who understood that in obedience to the requirements of their parents they were exempt from such punishment, and caring for no other, gave much trouble both to teachers and to the committee. But corporal punishment, to be of benefit, should be infrequent, never inflicted unless punishment is unmistakably deserved, and never accompanied by an exhibition of haste or ill-temper, or partiality on the part of the teacher.

School Committee.—A. H. COWDREY, LYMAN DYKE, R. CROOK, L. F. LYNDE.

STOW.

Virtue and Knowledge Handmaids.—Presuming that most of our youth will read this report, we again enjoin upon you the importance of attending early and faithfully to the formation of virtuous characters. Virtue and knowledge are designed to combine their influence in fitting you for the varied duties of this life. One has said, "Knowledge and virtue are the pillars of state, the true bases of liberty and happiness." To reap the full benefit of either, both must exist. They should not be divorced. In whatever sphere of life you move, dignify and elevate it by a high-toned, virtuous character. Would you know what Webster, one of the greatest lexicographers of the past or present, has said touching this point? "The feelings are to be disciplined, the passions are to be restrained, true and worthy motives are to be inspired. A profound religious feeling is to be instilled, and pure morality inculcated under all circumstances. All this is comprised in education." If you accept this definition of education, we entreat you, for your own good, and the good of your generation, constantly and faithfully adopt it as the noble standard of your life.

School Committee.—W. J. HAMBLETON, E. WHITNEY.

SUDBURY.

There is another particular in which parents with very little effort can do much to relieve the care and anxiety and lighten the labors of

teachers, thereby increasing their efficiency and the amount and value of their instruction. We refer to the discipline of the schools, including under that head not only due subordination and proper deportment, but habits of study and faithfulness in learning their lessons. Every one will concede that unless a teacher can enforce obedience to her requirements she can do but very little in the way of teaching, and it is equally evident that the more easily her school is controlled, the more time she can devote to its instruction; and the less her attention is divided and distracted, the more valuable and efficient will be her services. How to interest scholars, and how to induce them to study faithfully, is often the most difficult problem which a teacher is called upon to solve, and upon its solution the value of the school depends. We know of no means by which a teacher can compel study which has not been the subject of censure in our community, and we ourselves are satisfied that when study is enforced against the will, the mind never recurs to the subject of it with pleasure, and the knowledge acquired is consequently very likely to be soon forgotten.

School Committee.—CHARLES THOMPSON, J. C. HOWE, S. A. JONES, J. K. HARRIMAN, B. H. RICHARDSON, JOHN H. VOSE.

TEWKSBURY.

Corporal Punishment.—As this subject has been brought up before our present legislature, and as the governor, in his message to that body, and Rev. Dr. Clarke, in his election sermon, recommend the prohibition of corporal punishment in schools, we would say that we think it will be time enough to dispense with that old remedy prescribed by Solomon, “a rod for the fool’s back,” when the race of fools has become extinct. We shall rejoice as heartily as any one when parents, and teachers, and pupils are so improved that the restraint or stimulus of the rod will be no longer needed. We are happy to know that corporal punishment is very seldom inflicted in our schools. But, while we believe that moral means, if effective, are preferable to force, and that in most cases they will prove effective, since schools must be governed as well as taught, and since there are some who will yield to moral appeals only as they are backed up by the physical, we believe in the use of the rod as a last resort,—a rod, too, that is a rod of the old pattern, with the genuine tingle to it,—a rod for the back, and not, according to a fanciful modern interpretation, a stick of candy for the mouth. Said an indulgent mother to a stubborn, rebellious child, “I’ll conquer you, young rascal, if it takes every bit of sugar I’ve got in the house to do it.” But we cannot afford to deal out confectionery in this manner in school; nor would we if we could. If some down there at the “hub” dream that the

millennium has come, it is the humble opinion of us who live a short distance from that focus of light, that all our children do not yet approximate quite near enough to seraphs to render it expedient for the present legislature to carry out the recommendation of Rev. Dr. Clarke and the governor.

We are confirmed in this view when we consider how God, in his providential government, still makes use of both the moral and the physical, visiting with his righteous penalties, for example, the drunkard and the debauchee, in body as well as in conscience, inflicting upon them the severest corporal punishment.

Practical Teaching.—Our schools do not yet, in this respect, realize our fondest wishes. We expect not indeed perfection in this, any more than in other things, while we do think there may be, and should be improvement; that our teachers should be not only earnest and thorough, but more truly practical, pursuing that method of instruction which really educates and best fits for the duties of life. It should ever be borne in mind that education is mental culture and development, rather than mental cramming and stuffing; is forming right habits of diligence, attention and thought, rather than skimming over so many printed pages; not so much memorizing a mass of dry dates and facts as waking the whole mind to action.

And one of the ways in which teaching can be made more practical is by combining, to a larger extent, oral instruction with that of the text-book. Our teachers, with all their excellences, are still confined too exclusively to the book. In illustration of this, consider the fact that, at the closing examination of the schools, this spring, among those that had studied geography, there was not found a single one who could give the boundaries of our own town. While they could answer promptly a hundred other questions in geography, they could not answer this. Why? This question was not in the book. But, as we cannot have a book adapted particularly to every town, or every State, there are many questions of more importance than those in the book. We submit that it is of vastly more consequence for the children of Tewksbury to be able to give its boundaries—though there is no question respecting this matter in the book—than it is to be able to give the boundaries of Soudan,—concerning which the book does make inquiry.

So as to the population of our own town, those studying geography did not know whether that population was one thousand or five thousand, while one did venture to guess it was ten thousand. Why this ignorance? The book asks about the population of London, but does not ask about that of Tewksbury. But, important as it may be to know the population of the English metropolis, is it not more impor-

tant to us to have some idea about the number of inhabitants in our own town?

Again, many of those studying geography could not tell what river flows through the town, or what rivers are on its borders. But, are not those of greater consequence to us than the river that flows through Mozambique, or the rivers of Farther India, concerning which the book does make inquiry? Is it not better for us, also, to be able to name the counties of Massachusetts, if the book does not tell us to name them, than to be able to "name," as the book says, "the divisions of which South Africa is composed?"

If, then, our teachers would avoid the error of making scholars commit to memory a thousand things of comparatively little use, to the neglect of what they most need to know, they must sometimes ask other than the stereotyped questions of the book; be more than mere "hand-organ teachers," who only grind out the set tunes.

Though we have spoken particularly of geography, we would have it understood that, in every branch of study we protest against an unthinking, mechanical, dull, dead routine of mere book-questions and book-answers, as fitted to make only wooden-headed scholars.

But the most important of all elements in our system of education is the moral. We would not educate the head at the expense of the heart, but have the whole man harmoniously developed, remembering that it is virtue combined with intelligence that most exalts a nation; that that wisdom, of which the fear of the Lord is the beginning, is "the principal thing, more precious than rubies."

School Committee.—RICHARD TOLMAN, GEORGE PILLSBURY, JOSHUA F. FRENCH.

TOWNSEND.

Hiring Teachers.—One of the beauties (?) of the present programme is, the manner in which teachers are hired. At the annual town meeting the current year, the town voted that the prudential committees hire the teachers. Now, it is respectfully submitted, whether, as a general rule, it is not true that the several gentlemen who act as prudential committee, do not fill the office and discharge its duties rather reluctantly? Is not one year's service at a time, in that capacity, all that is expected of them? In most cases the prudential committee is chosen because he has not recently held the office, and consequently it is his turn. He is a good and respectable citizen. Perhaps he has not visited his own, or any school, for years. He is about as well qualified to select a superintendent for the Pacific Railroad as he is to hire a teacher to take charge of a Public School. Consultation with those competent to judge of the ability and fitness of a teacher for a

particular locality, is generally neglected by the prudential committee. Or he may, "at the eleventh hour," hire some one wholly unknown to the general committee. This may be the first attempt of the person hired to obtain a school; and when the bleak winds of autumn remind us that the winter solstice is at hand,—when all experienced and accomplished teachers have been employed, the prudential committee, within a day or two before the school is to begin, will present for examination, some fashionably dressed young lady "from afar," who is a particular friend of somebody. On examination, the applicant is found deficient. It is unpleasant to tell a young lady, who may be a very worthy person so far as her moral and social culture is concerned, that we cannot approbate her as a teacher. What can the examining committee do? Should this teacher be rejected, will a better one be presented for examination? The district must have a teacher. But all good teachers are engaged, and if the committee do not "give her a certificate," either Mr. or Mrs. Caudle will be offended,—prudential committee, ditto. Well, here is a dilemma. The prudential committee thinks he has made a fine selection. He thinks, that should he try twenty times, he could not find a better teacher. What can we do? "Our hands are tied." We are at the mercy of circumstances. If the general committee refuse to approbate under these circumstances, the prudential committee will turn on his heel and say, "Well, if you will not give *her* a certificate, then you may hire a teacher yourselves." Now should not the examination precede the engagement of a teacher? The truth is, we need fewer schools and better ones,—more expensive and better teachers. Allow those to hire the teachers who have the best opportunities to judge of their ability. Let this responsibility rest upon those who have thought upon the subject; who have got the other part of the school machinery to run; and when you cannot trust them, put others better qualified in their places. If the district committees are competent to hire the teachers, why should they not, for the sake of harmony, be required to examine them, and take the general superintendence of the schools?

In concluding this report, allow us to say to parents,—make the school studies a special interest in your own dwellings. Never speak of a teacher's faults before your children. Cultivate social and friendly relations with the teachers. Endeavor to have your children attend school regularly and promptly. Assist them in their lessons, not by performing the examples for them, but by some suggestion, illustration or comparison, whereby their own thinking may solve the questions. Instil into their minds the necessity of courtesy and politeness,—a proper respect for the aged and superiors. Be mindful that implicit obedience, both to yourselves and the teacher, is absolutely

indispensable. Look after the "street education" of these little folks. See that they omit the naughty words of the vulgar and filthy; and by all means teach them the mighty force and importance of truth, so that these boys and girls, who are soon to be the active members of society, may hold your care and teaching in grateful remembrance long after you have ended this mysterious journey of life. Then self-reliant and daring to do right, your sons will be trained up to the stature and symmetry of moral manhood. Then will be laid the foundation of independent thought. Then will succeed that enlightened education which "discovers the latent virtues of the mind, and draws them forth to range the large field of matter and space, to display the summit of human knowledge, our duty to God and to man."

School Committee.—CHARLES T. HAYNES, ABEL G. STEARNS, I. B. SAWTELLE.

TYNGSBOROUGH.

We have a strong impression that pupils should be made to walk up through the elements of knowledge thoroughly and understandingly, and that the teacher who permits his pupils to slide over and half get their lessons, does not do his duty faithfully.

When we see a full-grown young man or maiden that cannot divide ordinary words into syllables correctly, we think that there is too much algebra and too little spelling-book. When we see a child with a four-hundred-page grammar, we think that his mind is being stuffed by too many nice distinctions, probably incomprehensible. When we see large scholars calling over the letters of a word and looking to the teacher to pronounce it for them, we think that such had better go back to first principles, with a determination to master them.

School Committee.—LUTHER BUTTERFIELD, DANIEL PARHAM.

WAKEFIELD.

School Government.—At a time when much excitement prevails in the State on the use of corporal punishment as a means of securing order in schools, it is proper to say that we discountenance the system of whipping, when it can be avoided, giving the greatest credit to those teachers who maintain the best order with the least corporal punishment. We would not have teachers deprived of the right to use the rod, believing that great evils would be the result,—for the fact being known that the rattan is in reserve for the disobedient and obdurate, does much towards making them willing to obey. Undoubtedly the use of the rod is resorted to more frequently than the real necessity of the case requires. There is an element of government

which carries power with it, that is too seldom made available. "Moral suasion" does not express the full idea. It is moral instruction. If more time were devoted to enforcing this, less would be required for discipline. So instruct children that they may know the right, and show them the importance of always doing it. Teach them their duty to their associates, their elders, their teachers, their parents, their Heavenly Father. Teach them the nature and tendency of insubordination,—the pleasure of a right course of action; of seeking to do good by making others happy. Teach them to be respectful in appearance, in speech, and in action; to seek the approbation of the good, and to avoid the company of evil doers. Show them the debasing tendency of deception, of lying, of prevarication even; of profanity, of vulgarity, and of quarrelling. Give such instruction, with illustrations that will make it impressive and abiding, and but very little time in school will be required to command order. One lesson will not do it. It may require "line upon line, and precept upon precept." But let it be the purpose of the teacher to make the impression, at least to persevere in the attempt until the experiment is fully tested. This should all be done in kindness, and with a sympathy, so far as possible, with their slightest efforts to amend. Draw their attention away from vice; make virtue appear attractive and lovely. Let there be a readiness to assist in carrying out well-formed resolutions, and a willingness to excuse trivial offences, which are errors of the head rather than of the heart. Let the children see in their teacher a friend, who is devoted to their intellectual and moral improvement; whose greatest aim is to mould them for a higher life, to fit them for a noble destiny.

But it is said that there are pupils who will not heed moral instruction; that fear alone will overcome their evil propensities, and make endurance with them tolerable. This may be so to a limited extent. Such cases must be differently treated. The rod may prove the proper remedy, if it has not been used too much at home. It may be found necessary, at the commencement of a school term, in order to secure obedience, before the ear can be gained to listen to any kind of instruction. Whip children into obedience rather than allow them to pursue a wrong course; but if they can be attracted towards the right because it is right, a principle is implanted, and a point is gained. If, as a rule, you whip a child into submission, the punishment may require to be often repeated, as his unconquered disposition will prompt him to do the same acts again, if he thinks he shall escape detection; but win him to the right for the love of it, and a reformation is effected; and he will no longer require watchfulness over him, in order to prevent him from working mischief.

Let us not arrive at the conclusion that corporal punishment cannot be mostly dispensed with in our schools, until the experiment has been fairly tried and has failed.

If a continual dropping will make an impression upon the flinty stone; if boys wedded to evil, and only evil, without any previous redeeming influences, can be won to friendship and confidence, by a succession of kindly offices towards them; if the ruffian's arm has been palsied by gentleness and the force of truth; if men steeped in crime have been subdued by kind words and friendly deeds, why may not children, who have been surrounded by a healthy moral and religious atmosphere, be susceptible to impressions from moral culture? Why may not the gentle eloquence of an accomplished and refined female teacher, command their attention and their obedience? If the bold lion and the savage bear can be held at bay by the keen and piercing look of the human eye, cannot the human soul, speaking through the eye, the voice and the affections, gain some response even from obdurate hearts, and touch some tender chord, which may be tuned to harmony and love? There are comparatively but few children whose respect, confidence and attachment may not be secured by competent and judicious teachers. When this is done a great point in government is gained. The effect will be to create a desire to please and to merit approbation, rather than to vex and embarrass the teacher. We avoid causing injury to the feelings of friends whom we love, and abstain from everything calculated to make them unhappy. And will it not be so with pupils? Secure their friendship and you gain them to your cause. They become co-workers with you, and render important aid in establishing order and good government.

These remarks are justified by experience. There are scores of instances where pupils under certain teachers, exhibited the deepest depravity, and were wholly unmanageable, but under the guidance of others, who had studied human nature as well as mathematics, and who understood how to manage dispositions as well as to solve problems, have become gentle, law-abiding and docile. In one case they caused all the trouble in their power; in the other they exerted their efforts to avoid the very appearance of opposition and waywardness.

There is another important aid to discipline, though less so than the last mentioned. It is "politeness." The little civilities due from children are sadly neglected. If children are unkind, coarse and boisterous in their intercourse with their fellows, and with those whom they meet in the street, how can they be expected to be graceful and polite in the school-room? But courteous and mannerly at home and in the street, they will more naturally be so at school. A teacher

should require politeness towards herself especially, for if she does not command respect, she cannot secure obedience. There is a decided coarseness in a habit of salutation in the street, which has some admirers, though we hope but few. "Halloo, sir," or "How are you?" is not very suitable language for children to use, or be used to them. The duty of politeness should be inculcated at home, in the street, and in all our schools, that children may learn to have respect for themselves and others, and for the laws enacted for the regulation of their conduct. Objections may be made to the length of time which would be required to train up youth in this way. But for what was time given if not to cultivate the moral affections as well as the mental faculties? What is time worth if it cannot be employed to make us wiser and better? The moral should precede mental culture, and then the two proceed harmoniously along together. But time is not wasted that is thus spent. If weeks or even months should be mostly occupied thus in laying a good moral foundation, the close of the year would witness a greater intellectual growth than under the forcing hand of submission, which is often resorted to when milder measures would be better rewarded.

School Committee.—EDWARD MANSFIELD, P. H. SWEETSER, CHARLES R. BLISS, C. W. EATON, JAMES O. BOSWELL, T. ALBERT EMERSON.

WESTFORD.

We recommend a careful consideration of the evils of the "district system." There are many imperative demands which ought to be satisfied, but which the retention of this system makes impossible. The town owes to its children equality of school-privilege, but we question whether this will be granted until the number of our schools is lessened, and our children are apportioned equally to the then existing schools. Strict justice demands only an equality of expenditure, but under our present system the education of each child costs, in one district, \$9.70 per year, while in another the expense is only \$3.88. We confess our doubt whether the town will consent to enlarge this difference. Sooner or later we must have new school-houses; we submit, such expenditure ought to be distributed over the whole taxable property of the town, and not among the several districts; anything which would so enhance the town's value should be paid for by the town. Says a member of the school committee in a town on our coast, "I have for years realized the benefit of a compact superintendence in the oversight of schools and election of teachers. Where the district system prevails, there can be no such energetic oversight and direction as alone can give our free schools the power they ought

to exercise." The practical effect of the present arrangement is to waste power by diffusing it too widely; the town's committee consists of twelve members, distributed in the several districts. If the prudential committees were chosen from this board we could be assured of more compactness of oversight than at present is possible. But we find the districts are not adopting this course; other men are chosen who can have no voice in the proceedings of this board. It is perfectly obvious that the town is practically insuring a loss of oversight by multiplying its overseers so greatly. There is danger when power is centralized, but an opposite course has its drawbacks. We believe most earnestly that while this system is retained it will be utterly impossible to bring our schools up to their proper grade; its effect is evil and in every way detrimental; its limitations exert a harmful influence; we fail to see any good it accomplishes which might not be largely increased by adopting the "town system." Unless we decide that nothing is to be learned from our neighbors, we must soon come to understand the significance of the movement all over our State in the direction of removing a system proved by its results to be disadvantageous. Why need we longer keep it?

Chairman.—LEONARD LUCE. *Secretary.*—GEORGE H. YOUNG.

WESTON.

We take this opportunity to say to those who are now teaching in our schools, as well as to those who are soon to graduate from the High School, that no pains should be spared to qualify themselves by every means within their reach for the responsible duties before them. Prominent among the means of improvement, are the Teachers' Institutes and County Conventions, where our best teachers and educators assemble for mutual improvement. We have taken pleasure in affording our teachers the opportunity of attending these associations, believing that in no way could so much be gained by the teachers, and so much good be derived by the schools. Teachers are thus brought in contact with able educators, whose experience for many years in this department of labor enables them to give practical hints which are of great value to the young teacher. They are thus prepared to enter more enthusiastically upon their work and labor more successfully for the benefit of their scholars.

We would also recommend to all our teachers to subscribe for the "Massachusetts Teacher," a work which no teacher can well afford to be without. Its practical hints on the best methods of teaching, and its able discussion of topics connected with the duties of teachers, render it a work of great practical value.

School Committee.—EDWIN HOBBS, ISAAC E. COBURN, EDMUND H. SEARS.

WINCHESTER.

In furtherance of the plan of bringing our schools under a definite and harmonious system, the committee have prepared a course of study for the Intermediate, Grammar, and High Schools, as they did last year for the Primary, all of which are printed with this report.

It will be observed that, in these courses, the study of grammar from text-books is postponed to a period of several years later than is usual, while the "art of speaking and writing the English language correctly," is to be put in practice much earlier and pursued more steadily than before, for the reason that it is the practice and not the theory of the art which is really useful, as we every day see proved by the bad English which escapes the mouths of persons to whom the rules of grammar are familiar. By devoting to the formation of good habits of speaking and writing English, the time which has hitherto been spent on the study of abstract principles quite beyond the range of a child's mind, we may hope to make our children better masters of our mother tongue than we.

By the term "oral instruction" (which occurs often in the courses of study,) it is intended that the teachers shall talk with the children on certain definite topics, in such a way as not merely to impart entertaining information, but to draw out the reasoning powers, cultivate the habit of observation, and connect the studies of the school-room with every-day life, in which respects there has been too much reason to find fault with our New England school system, as tending to convey the impression that books are the main, if not the only source of knowledge and wisdom.

The courses proposed for the High and Grammar Schools involve changes of some importance, shortening the one and lengthening the other course by a year. The committee judge from the fact, that so small a proportion of those who entered the High School have graduated in due order at the close of the four years' course, that this time is found too long by most families, and they hope that more pupils will complete a three years' course. But to accomplish this it seems necessary that those who enter the school should be somewhat more advanced in age and attainments; and the qualifications which have hitherto sufficed for admission, will therefore not entitle applicants to enter in the examination of next summer; but they will be required to solve problems from any part of the ordinary arithmetical text-books, with which the High School classes are now acquainted. Their examination in the theory of grammar will be quite as easy as before, but they must be able to write (from dictation or otherwise,) ordinary English sentences correctly, whether the handwriting, spelling, punc-

tuation, capital letters, correct use of language, or any other characteristic of a letter which may fairly be expected from children of their age, be considered. They will not, however, be expected to furnish the ideas in this written exercise. In geography, the requirements will be proportionately increased. There will also be a change in the course after entering the school beyond that necessitated by the more advanced condition of the new class, and it will consist mainly in making the study of Latin elective after the end of the first year, and directing the attention of those whose parents do not decide upon a further study of Latin, to studies which are more practical and equally adapted to discipline the mind. It is neither possible nor desirable in this report to enter upon the consideration of the educational questions concerned in this change. The ablest minds at home and abroad are busied with them, and the arguments for and against the classics and the sciences, as objects of study in schools and universities, may be read in the works of our best modern thinkers. It is enough for your school committee to say, that they have gradually, and with no little thought, come to the conclusion that for the vast majority of pupils in our High School, it is much more important to learn the elements of the natural sciences, and of mental philosophy, and the outlines of history, than to read a few pages of selections from the authors of Rome, and acquire a very imperfect acquaintance with the vocabulary and the structure of the Latin language. Whatever of mental discipline, of insight into the structure of language, of familiarity with the derivation of our mother tongue is to be acquired in the process of gaining the partial knowledge of Latin which has hitherto been attained by the best pupils in the school, can be equally secured (in the opinion of the committee,) in the process of pursuing the English branches before named, which treat of matters intimately concerned with the every-day life which we and our children lead,—especially when united with daily practice in expressing in pure English the ideas which are borrowed from, or roused by the text-books they use. In the Latin studies of the first year, an opportunity will be given to show a decided capacity for the study of language, if this be possessed by any of the class, and to acquire an acquaintance with the more important words which the Latin has contributed to the English tongue, while, at the same time, such portions of the grammatical text-books of the former language as may be committed to memory, will illustrate and be illustrated by the principles of the latter.

Let it be understood, however, that the study of Latin beyond this point, is not prohibited, but only that it will not be required.

As regards order and quiet, there has been a pretty general improvement, but one must not apply the same tests to every school.

What may fairly be expected at the higher schools, it would be folly and cruelty to require of the Primary Schools, where five minutes of quiet application is a greater effort than fifty would be to older children. Nor must every teacher be expected to follow the same method in governing children of the same age. David may do wonders with his simple sling, while he would be sadly encumbered by Saul's armor. But, in one way or another, every school should be under good control; and the teacher who can at once recall her school to quiet, may allow some enthusiastic irregularities, which would be dangerous in other schools. It is pleasant to observe that increased severity has had nothing to do with the improvement in discipline, for there has probably never been so little corporal punishment inflicted in our schools as during the past year; and it is to be hoped that there may never be any greater need of it. The more motives of duty and affection can be substituted for bodily pain the better, both for teacher and children; but some motive must always be found that will suffice, and no essential point of discipline must be yielded. Your committee do not sympathize with those who would deprive a teacher of the ultimate resort to corporal punishment, which must be the final appeal in school, as force is in civil government. Only, be it remembered, that the final appeal, the ultimate resort, must not be a matter of common occurrence, and that the fact of its becoming so is proof positive of misgovernment. It is true that there are offences too grave for whipping, and that the very fact of a scholar's needing to be whipped, at an advanced period of his school course, may argue him unfit to remain in school; but these are very exceptional cases.

Meetings of teachers with the committee have been regularly held every three weeks during term time, as they were throughout the previous year, and with the same good result of bringing about a better acquaintance and understanding between all who attended, of starting new and correcting old ideas, of imparting to all whatever of valuable experience each had acquired. Some of the subjects discussed at these meetings are as follows:—

Spelling, as a school exercise; methods of arousing interest in school; effect on bright and on dull children of a system of ranking, or of any rewards; keeping children after school; means of securing thoroughness; when and how should English grammar be taught? what studies could be substituted in the Intermediate Schools for that of grammar? methods of conducting public examinations.

Experience sustains the previously expressed opinion of the great value of these meetings, and we earnestly hope that in some shape they will henceforth form a regular and essential part of the school system of Winchester.

School Committee.—F. WINSOR, A. CHAPIN, J. C. JOHNSON.

WOBURN.

Superintendent.—In our last annual report, we expressed a high appreciation of the office of Superintendent of Public Schools, and the experience of another year has increased our estimate of its importance. We believe that, under this system, a greater uniformity and a better classification can be secured, than under any other. No matter what the ability of the superintending committee, no matter how wise their plans, if the execution of these plans is intrusted to twenty or thirty teachers, without the guidance of a single controlling mind, confusion and consequent inefficiency will ensue. In passing through the schools of any graded system, frequent transfer from one school to another is a necessity, and a good degree of uniformity indispensable to success. If, for example, in coming into the Grammar School, from the eight Intermediate Schools of the town, there should be a considerable difference in the attainments of the scholars, the confusion which must result would be highly prejudicial. And where uniformity in classification and methods of teaching are not secured, it is often the case that ten or twelve scholars, below the required standard, will either hang like a dead weight upon their class through the entire course, or, becoming discouraged, leave the school. For these and kindred evils, the office of superintendent is, in our judgment, the best remedy.

Moral Training.—It is never to be forgotten, that it is the grand object of education to qualify the rising generation to meet the duties and responsibilities of life, and thus to render them better and more useful members of society. Education, therefore, includes training as well as teaching,—the discipline of the heart as well as the head. A knowledge of arithmetic, grammar, geography, &c., does not constitute education any more than tools constitute a mechanic. It has, for its chief end, the discipline of our entire higher nature; and unless, while storing the mind with knowledge, it also train the pupil to use that knowledge aright, it is a failure. Indeed, knowledge without morality is more and worse than a failure,—it is power to be used for evil. Wisely, therefore, does our statute law declare that it is one of the designs of our Public Schools, "To impress on the minds of our children and youth the principles of piety, justice, and a sacred regard for truth, love for their country, humanity and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance."

And, while allowing no text-books technically religious, save the Bible, in our schools, and avoiding everything sectarian, instruction upon all the subjects enumerated above should be imparted by our teachers. This much, at least, is essential to the well-being of the

community and the permanence of our civil institutions. In a form of government like our own, everything depends upon the aggregate moral worth of our people; and from this source all righteous laws must draw their vital sap and power. If other nations can afford to neglect the moral training of the young, we certainly cannot.

And in this matter there is certainly occasion for reform. It is a significant fact, that there is not, in all our schools, a single recitation or examination upon any subject of morals. When we ask concerning the progress of a scholar, it is "What do you know of arithmetic or geography?" or, "Have you studied Latin or Greek, or the natural sciences?" When is it asked, "What are the temptations of youth?" "What are the evils of gambling or strong drink?" "What are the dangers arising from corruption of voters?" or any kindred questions? There is no department of education so important or so intensely practical as the moral, and none, we believe, more commonly neglected.

School Committee.—H. C. TOWNLEY, JOHN CUMMINGS, Jr., STEPHEN NICHOLS, JOHN JOHNSON, JOSEPH G. POLLARD, SAMUEL W. ABBOTT.

Aside from moral and physical education, the great work of the school is to teach the pupil to form clear ideas, and to express them clearly. It follows, then, that the study of language is of the first importance. "The school," says a writer on this subject, "must, from the beginning, give the pupil the art of using language correctly; and in the proportion in which it does this, other things being equal, will the pupils be successful in their studies." Furthermore, the study of language should begin with the Primary School. The child should first be taught to observe. The ideas thus acquired should be expressed in words. In this manner only can they be made useful. And then, too, the pleasure derived from thus being able to communicate one's thoughts to others, and the interest thereby imparted to the acquisition of new truths and new ideas, ought not to be left out of the account. This work should be continued in the Intermediate School. And in the Grammar Schools it should not be allowed to degenerate into the memorizing of the dry technicalities of the science of grammar. Nor should the endless repetition of set forms of parsing and analysis be allowed to waste so many precious moments and create a distaste for a study which, if properly pursued, is one of the most fascinating in which the human mind can engage. Grammar is the art of using language correctly. It includes not only the power to communicate one's thoughts to others by speaking and writing, but also the power to interpret the thoughts of others.

It is not enough that the pupil may know how to parse; it is not enough that he may observe how others speak and write. He must

also be able to speak and write for himself. This being the object to be attained, nine-tenths, at least, of the time hitherto devoted to parsing and memorizing the text of the grammar should be given to oral and written exercises. The science of grammar should be taught only so far as it is necessary in order to acquire the art of using language correctly. Let the principles of punctuation, and the use of capitals be learned, not by the parrot-like repetition of meaningless rules, but by practice. Let the verbatim recitation of the rules of syntax, with their many exceptions, give place to the writing of letters of business and friendship. If grammar were taught in this way, might not the word "composition" be robbed of some of its terrors?

A brief consideration of one other subject remains to me. In no branch of study have the results been less satisfactory than in spelling. Careful observation and reflection have convinced me that this is largely due to the fact, that a considerable portion of the words in the spelling-books is beyond the comprehension of the pupil. A large number of them he will seldom or never meet with in after-life. So much time is spent in learning these that the common, every-day words are more or less neglected. I would suggest whether it would not be better for the pupil to learn to spell the words which he will use in after-life,—such words as occur in his lesson from day to day, in arithmetic, geography, grammar and reading. I am inclined to the opinion, that the reader may be substituted for the speller, and that the change would be attended with increased proficiency in reading as well as in spelling.

Superintendent of Schools.—THOMAS EMERSON.

WORCESTER COUNTY.

ASHBURNHAM.

It has been said that "Education is the defence of the nation;" so, also, is it the defence of the town, the family. To secure this protection to its fullest extent, all the children of our town must share in the advantages of our schools; all must be educated. The mind of the town is really its capital. It is the power that unfolds and renders valuable all its interests. Without mind, our sources of wealth are nothing. If, through neglect, one mind is left behind in this great work, then will a power of good be lost to us that should be gained.

Learning is, therefore, a source of wealth, while poverty and vice are usually found associated with ignorance.

As the best interests of the school and family are identical, there is no reason why there should not be a better understanding between teacher and parent than exists in many instances. We feel confident that in frequent visits of the parent to the school, this most desirable result would be gained. The children in our schools probably represent about five hundred parents. Of this number less than one-sixth have visited their schools previous to examination, during the past year. It is truly painful to witness the great number of our school-room orphans. No mother ever comes to cheer them with her approving smiles. There, a father's words of encouragement they never hear. Here is a positive neglect,—a neglect which, if exercised in our interests generally, would produce stagnation and ruin.

School Committee.—F. A. WHITNEY, J. D. CROSBY, H. D. JILLSON.

BARRE.

We trust that next year, (1869,) when the question of abolishing school districts will come, by Act of the legislature, properly before the town, it will be earnestly and candidly considered, and affirmatively decided. Precedents enough can be found in the action of other towns upon this matter to aid us in the disposal of school-houses and other district property, if any, without serious inconvenience or damage to property owners. We are aware that no plan whatever can be devised free from objections, if people are disposed to make them; but the sensible presumption is that a majority, certainly, of our citizens, will be reasonable in their requirements and expectations. The question has been asked, how will such a change improve the character of our schools? We answer, experience has demonstrated beyond a doubt that scholars in graded schools, properly taught and managed, make far greater proficiency and progress than in mixed schools, however well conducted. Now, by reducing the number of schools, it is quite probable that some sections might have the benefit of graded schools, so far at least as to have two departments. A good teacher in a properly graded school of forty or fifty scholars can accomplish more work, and do it better, than can be done ordinarily in a mixed school of half that number. This has been fairly proved beyond fear of doubt or denial. Your committee are highly pleased with the success which has attended their reconstruction of the schools in the Centre District. Scholars enter the first Primary School at not less than five years of age, devote two years to the first rudiments of an education, then pass to the next higher department, remain two years,

advancing to a specified position, and then go on in like manner through the other schools; occupying, in the course of study marked out, eight years, when they are expected to be properly qualified to enter the High School. One class from each department is advanced to the next higher once a year. We do not claim that graded schools are practically perfect; only that, where properly managed, they are the nearest approach to a perfect system of anything yet devised. Our schools cannot all be graded, but the benefits arising from such should encourage the creation of as many of them as circumstances will possibly admit. By reducing the number of schools, those necessarily of a mixed character can be much improved. A larger number of scholars will be brought together, and better facilities afforded for classification. It will give each school more money. It will secure the services of better teachers, because better paid for their labors.

School Committee.—A. G. WHEELLOCK, C. G. ALLEN, T. P. ROOT.

BERLIN.

Grammar and Mathematics.—We sympathize in a regret often expressed in the abstracts of school reports, from the various towns of the Commonwealth, namely, the sacrifice of grammar to mathematics. Greatly do we value mathematical studies. There are talents and attainments in this department, in some of our schools, which excite our honest pride. The mental discipline of mathematics is excellent. So is that of grammar. But young men seem to presume that all business success depends upon capability in figures. We venture to suggest that ten young men fail of desirable positions in business, for want of mastery of their own mother tongue in speaking and writing, where one fails for want of mathematical power. We knew a most excellent accountant to fail of a fine situation as accountant, by an ungrammatical letter in the correspondence. We believe, furthermore, that many of our young men would be even better mathematicians by devoting a part of the very same time which they apply to that end to the study of grammar. Grammar should be emphatically a home study, in which parents should join. Every day's conversation would furnish good lessons.

School Discipline.—Your committee are not in sympathy with the sentiment, or sentimentalism, proclaimed from some pulpits, in some journals, and in the legislature, that all corporal punishment in schools should be by law prohibited. This no-punishment theory involves the abrogation of the parent's right as well as the teacher's. Even government, by the theory, has no coercive power.

In respect to the use of the rod, no sane man holds to its use in

school in any other case or degree than would be suitable for a parent. And the abuse of its use on the part of teachers is not so common, even in proportion to numbers, as it is on the part of parents. No teacher of common sense will undertake to subdue a stubborn child's will, which has its own way at home. But deprived of the ultimate resort to some measure of bodily pain, a teacher would have just no authority at all over very many pupils. It is true of teachers as of parents, that a hasty application of physical punishment reveals the least amount of true authority.

School Committee.—W. A. HOUGHTON, E. HARTSHORN, WILLIAM BASSETT.

BLACKSTONE.

In presenting the annual report of your schools, permit us first to congratulate you upon the vote passed at your annual meeting in March, 1867, whereby you abolished the district system in this town. That this measure had been deemed of great importance by the friends of education throughout the State, is attested by the pertinacity with which they, through the general court, have pressed the matter upon the people—first requiring them to vote upon it once in three years, and then taking from those towns not abolishing before 1869, a portion of their share of the Public School moneys. One of the many advantages to be derived from it, to say nothing of the greater degree of earnestness which a board of officers will carry with them in their work, when they feel that the whole responsibility of success or failure rests with them, is the concentration of authority.

Your school interests are thus raised above those local and party interests which have sometimes engendered such bitter strifes and animosities between the prudential and general school committee as in the conflict of authority to involve your town in troublesome and expensive litigation.

The men charged with the conduct of your schools can now carry out their honest convictions of truth and duty with as little hindrance as other boards intrusted with the management of town affairs, and in the event of neglect of duty are as amenable to their constituents and as easily reached.

Experience is an element of success. In none of the various boards of town officers is it more essential that they should have some knowledge of the plans and doings of previous years than in this;—a kind of knowledge, too, which can be obtained only by actual contact with the schools.

Therefore, in your selection, care should be taken to obtain men who are not only qualified and competent, but willing to bear the

burden of the office for the full term of their election; and then that wise provision of your school-law, whereby two-thirds of the board hold over from a previous year, will not be abrogated, and you will always have a working majority ready for the transaction of business.

That the safety of a republican government depends upon the intelligence and morality of its people, and demands not only a high general average, but that all should receive some degree of intellectual and moral culture, lest the cultivated few be overborne by the ignorant many, are truths so self-evident that they may almost be termed political axioms.

Acting upon this principle, the Commonwealth has not only demanded that free schools be established, where the child of the poorest and humblest citizen shall have facilities for obtaining an education equal to those afforded to the sons and daughters of the wealthiest, but by compulsory laws has made it obligatory upon all the youth of the State to attend some school a stated portion of the time.

A large proportion of your youth are fast hastening to the duties of citizenship with no other intellectual or moral training than that afforded by your streets and saloons. The mind must inevitably be drawn out and developed by its surroundings and associations. And can you, with these facts before you, expect aught but a large share of immorality, social degradation and vice? Are there not those among you who are receiving, as it were, especial training for every variety of vice and crime? But where is the remedy? How shall the evil be averted? It is much easier to enact good laws than to execute them. All laws, to be successfully enforced, must be sustained by a large preponderance of public opinion. Let the people of the town show by their frequent presence in the school-room that they have an interest there beyond that of its economical pecuniary management—that they rely upon it as one of the chief means of inculcating those “principles of piety, justice and a sacred regard to truth, sobriety, industry and frugality, and those other virtues which are an ornament to human society,” and you will have a public opinion that will almost preclude the necessity for any other law. If, in addition to this, you can inspire your youth with such a love for learning, surround your school-room with such pleasant and beautiful associations, as will render it so attractive that they shall leave it with a feeling of sadness and regret, truancy will be an unheard of thing. But in the absence of a moral influence like this, the proper officers should be appointed and the law enforced with such an earnestness as will compel the negligence of corporations or the cupidity of parents alike to respect its authority.

School Committee.—WILLIAM A. COLE, A. A. PUTNAM, S. H. BENSON.

BOLTON.

Normal Teachers.—Nothing but an unceasing interest in the welfare of our schools, and a stern sense of duty, could induce us to speak at all on this subject, because “to demand higher qualifications in any department of business may always be construed into an intentional disparagement of those engaged in it.” This would often be very unjust, particularly so in the present case.

We shall speak in commendation of our teachers; at the same time candor compels us to admit, that, in our opinion, they would have been far more successful had they been through a course of Normal School training.

So many years have now elapsed since the establishment of Normal Schools; so large a number of teachers of marked superiority have graduated from them, that any complimentary allusion here would be superfluous, and we do so, not to prove the teachers better—that fact being too well known to require proof—but to urge parents to select them in preference to others.

Our late war established two facts, viz.: That civilians make poor generals, and that those military leaders who were graduates of military schools were far the most successful. If this is true of military officers, it is far more true of teachers. We assume it as a self-evident proposition that, other things being equal, the Normal graduate must make the best teacher. If it is true that other callings in life require special training, why does not the office of teacher?

The lawyer, the minister, the physician, or the mechanic, each and all, spend months in carefully qualifying themselves for the duties of their respective positions.

Does the fact that a man has a good education enable him to expound the law without preparation? Does it enable him to establish himself in the practice of medicine? Does it enable him to preach from the pulpit? And yet we have candidates for teachers constantly thrusting themselves before the public, claiming their ability to teach without any preparation for the office, merely because they have the necessary literary qualifications. Several of our teachers this year have been of this character. We do not say they have failed, but we do say, if they had attended some of our Normal Schools their chances of success would have been much greater and the instruction of a much higher order. Some of our parents who will not commit the bodies of their children to the care of an unskilful physician, make no hesitation in committing their minds to the care of teachers without a word of inquiry as to their fitness for the place or the amount of time they have spent in preparing for its duties. Would you trust the pru-

dential committee to employ a physician to take charge of your sick child without manifesting some interest in his selection? Is the casket of more value than the jewel within it?

We believe every teacher should be perfectly at home in all the subjects which he teaches. He should more carefully prepare himself for every recitation than the scholar. When each lesson for the day is thus prepared by the teacher before he enters the school-room, he needs no text-book while the class recites. He is prepared for every difficulty the child may encounter. He brings all his researches to bear upon the most knotty point. He is ready with the clearest and most concise explanation. His hands are not encumbered with his talisman. His mind is free and clear of all doubt or misgiving, and the sparkling effervescence of a brilliant intellect speaks out through the beaming countenance. The eye, the mouth, the hand, yea, every motion of the body proclaims him master of his subject.

Not so is it with the unprepared teacher. With text-book in hand he gropes about the school-room, now glancing at his charm, then at the class, then at the whole school, then at his feet lest he blunder, and thus, limping and halting, he goes through with what is called a recitation. How many new ideas think you a scholar will obtain during such a recitation, and how much light or interest will such a teacher diffuse around him? The child is studying, not to become master of the contents of any particular book, but to learn all that is possible on a certain subject, the text-book being used merely to suggest ideas; a means without an end.

Your committee have endeavored to be exemplary in this respect, never having allowed themselves to use a text-book in conducting any of the examinations. These remarks are made, not by way of imputing blame to our present teachers, but as suggestive of improvement to those who may fill that place hereafter.

School Committee.—ROSWELL BARRETT, KILBURN HOLT, R. S. EDES.

BOYLSTON.

But what is an education suited to the place and age in which we live? It is not simply an ability to read intelligibly, to write legibly, to solve the ordinary problems of arithmetic, to define the boundaries of the State or country in which we live, to tell what and where are the principal cities of the world, to speak correctly, and express our thoughts grammatically on paper; these are indeed among the essential elements of a Common School education, but they fall very far short of what one ought to obtain and must obtain, if he would be well prepared for the emergencies of after-life. Such an education

should not only embrace a somewhat extensive knowledge of all the subjects to which allusion has been made, but those moral habits and polite accomplishments which all experience has shown to be so essential in winning the kindly regard and securing the confidence of others in the daily intercourse and business pursuits of life. A knowledge of language, of art and science, are essential aids to one's success in life, but that life will be a failure in all the essential purposes for which life was given, which is dependent on these alone. Lessons of pure morality should be inculcated till they become powerfully guiding and restraining principles in the heart, out of which are the issues of life, that through them all learning may be sanctified, and all knowledge made to contribute to the highest good of its possessor, and those over whom his influence extends. That system of Common School education is essentially defective which does not embrace in its scope a respectable knowledge of the courtesies of civilized society, as well as those things most practical in the business pursuits of life.

It is not expected that any one, in these schools, will become profound in knowledge, but principles of morality should there be inculcated, instruction given in the amenities of social life, and a foundation laid for a superstructure of knowledge and usefulness which shall remain a perpetual memorial of his character and deeds by whom it was erected, when he shall rest in the repose of the grave.

School Committee.—A. BIGELOW, H. H. BRIGHAM, W. H. PERRY.

BROOKFIELD.

The number of visitors to the schools during the year was four hundred and forty-eight; showing a falling off of one hundred and seventeen from that reported for the year 1865-6, and a falling off of forty-one from that reported for the year 1866-7. A large majority of this number consisted of young persons, who called more from friendship to the teacher, than from any special interest in the schools. Parents can greatly ease the labor, and increase the value and efficiency of the teacher, by visiting the school. The teacher needs the support and encouragement which the occasional presence of the parent in the school-room can give.

The scholar needs it to stimulate him to more diligent exertions, by the conviction that his efforts are noticed and made the subject of praise or censure by those outside of the school-house; also to induce him to give a more ready belief to the statements he so often hears regarding the interest which his elders have in the school.

The parent needs it, that he may have an opportunity to become acquainted with the teacher, and with her qualifications for and meth-

ods of teaching ; for this is the only way in which he can prepare himself to give or have an intelligent opinion regarding the fitness of the teacher, the progress of the school, and the right course to pursue with his child. Thus, for the mutual benefit of the teacher, scholar and parent, we urge upon parents the practice of visiting their schools more frequently. We trust the list next year may be increased more largely than it has diminished the past two years.

We recommend that a sufficient appropriation be made this year, to support the schools of the town thirty weeks. This would give us three terms of ten weeks each, instead of the two we now have of twelve weeks each, and will require an appropriation of not less than thirty-two hundred dollars. The amounts voted in past years for educational purposes have been sufficient to satisfy the requirements of the law, and our schools have been useful and moderately successful in imparting to the willing and diligent a knowledge of the common branches taught. One hundred and twenty days of schooling in each year will undoubtedly, with fair diligence, enable a scholar to obtain enough reading, writing, arithmetic, geography and grammar, to rub through the world, and to prosecute successfully many kinds of business. It will not, however, afford any time to devote to those more interesting and not less useful studies, of which every intelligent person is supposed to know something, and of which some little acquaintance is absolutely necessary, to render even the simplest reading fully instructive and profitable. At present, our scholars leave school just as they begin to know enough to become really interested in their own progress, and just when they are best fitted to profit by the assistance of an instructor. With the additional number of weeks proposed, our scholars ought to be as far advanced at fourteen as they now are at sixteen.

The increased time devoted to study is not the only advantage to be derived from the proposed change. The time and money already expended is made more productive, for, during the vacations between the summer and winter terms, the minds of the scholars are diverted for so long a time from their lessons, that a great part of the first two or three weeks of every term is necessarily occupied in recalling the facts and principles learned during the preceding. The scholars also forget the habits of school discipline, and much valuable time is unavoidably consumed before the school settles down to the regular, systematic prosecution of its business. Again, with the assurance of almost continuous employment, the more valuable teachers would have an additional inducement to adopt teaching as a permanent occupation ; they would cease to regard it as a mere temporary engagement, while waiting for some employment more continuous and remunerative.

School Committee.—GEO. W. JOHNSON, D. S. FISKE.

CHARLTON.

Our law-makers not only showed great wisdom when they instituted measures whereby every child might secure a good education, but they also exhibited great forethought, when they subjected the minor questions for decision to the free people of each town. Whatever celebrity the Prussian school system may have attained, it is not equal to ours, because there the government takes the exclusive control of the schools, and instruction, however excellent it may be in other respects, is so directed as to make every child become a loyal subject to the king. With us it should be the chief aim to make every child love our institutions, and appreciate the liberty which they confer. And this is the tendency of our system, which is more or less complete in proportion to the attention which the people of each town and district give to their schools.

Government.—Firmness and decision, as well as system and order, are the first requisites in a teacher. What we have said of home influence may likewise apply here. Children who manifest a proper respect toward their parents will also do the same toward their teachers. Experience fully confirms this. It needs but an ordinary amount of observation in a teacher to point out those scholars that are well governed at home. Such children are easily governed in the school-room, and they are the ones who make the greatest progress. But in order to be successful, the teacher must study human nature, study the disposition and character of every child, and then government will become very easy. Harsh means should never be resorted to until all others have failed, and when corporal punishment must be inflicted, it should always be with a calm, affectionate, but determined spirit. Anger begets anger; revenge inspires revenge; and by Beelzebub devils are not cast out. An angry mother called at a school-room one day, having with her a daughter of eleven years, for whom she desired admission to the school. "I want you," she said to the teacher, "to make this girl *mind*. I've *beat* and *beat* her, and she is just as bad as ever. I want you to beat the devil out of her!" "Possibly, madam," was the reply, "you have beaten the devil *into* her; and a gentler treatment may be more likely to expel the evil spirit than the course you recommend." Teachers should be very careful not to reprove natural dullness for obstinacy. Dr. Arnold, the most celebrated teacher of modern times, when teaching a dull boy, spoke sharply to him. The pupil looked sorrowfully up in his face, and said, "Why do you speak angrily, sir? *Indeed*, I am doing the best I can!" Arnold related the story years afterwards, and added, "I never felt so much in my life; that look, that speech, I have never forgotten."

School Committee.—J. H. HATHAWAY, S. W. FOSKETT, EDWARD SMILEY.

CLINTON.

Truancy.—Truancy, as formerly, has prevailed to a greater or less extent in all the schools, but when the past is compared with previous years, it will be seen that the evil is much mitigated. The efficacy of the truant regulations has been found to depend very much upon the manner in which they have been enforced. Some teachers have made it a point to look after absentees, as such absence occurred, and to turn over the offender, on the second offence, at once to the truant officer. A few cases have arisen where such visits of the truant officer have been called for, but these in every instance have proved sufficient, and no prosecution has become necessary. Other teachers, it is feared, either from the want of any special directions on the part of their own sub-committee, or from some other cause, have paid little or no regard to the requirements of these regulations, and the amount of truancy has been much larger. These duties are believed to be of the highest importance, and cannot be too strongly insisted on in all cases.

For the Committee.—J. T. DAME.

DOUGLAS.

There is great inequality and injustice in the district system. A thriving village will be sure to get the advantage. There wealth concentrates. Business will draw together business men who pay large taxes. Suppose one district embraced this village; it could build an elegant house and scarcely feel it, while the same tax would be an intolerable burden for a district territorially larger but of fewer inhabitants. What we wish is, for the wealthier districts to make common cause and help their neighbors to as good a house and as good a school as they have. As taxes are levied equally upon all parts of the town, for the express purpose of educating our children without distinction, there should be equality of privileges. All tax-payers, all poor people, every community, should have an equal length of good schools, and this under the district system is proved to be a practical impossibility.

Then, too, cases constantly occur of severe hardship and great injustice to individuals. A man is taxed for building a house in district No. 1. He changes his business and moves into district No. 2 just in time to assist in building a new house there. Again he moves into No. 3 and is heavily taxed for repairs, and so on to the end of the chapter. Thus one man may be legally taxed for every school-house in town, while another, by well concerted moves, may escape taxation altogether.

Suppose again, two men paying equal taxes for schools, but living in contiguous districts. A district line runs between them,—they can shake hands across it,—but for no other reason one has the benefit of a poor school four months and the other of a good school ten months. Is that just?

But some think if districts are abolished somehow they will be deprived of their rights. Perhaps they would, in some such way as one is deprived of his rights when a rail-car takes the place of a stage-coach, or a trip-hammer supplants the hand-sledge.

School Committee.—WILLIAM T. BRIGGS, S. P. HOLBROOK, GEO. P. BRYANT.

FITCHBURG.

While, as a matter of course, it has been our aim to secure the persons best qualified to fill the various desks, it has been equally our intention to retain them after their fitness has been proved, and thereby reap the advantage of their increased skill and experience. While we are convinced that a person without the natural aptitude will fail to succeed as a teacher, we are equally satisfied that the active practice of the profession gives an easy mastery of its difficulties that cannot be otherwise acquired. It is the rule that applies to all business, nor is there any reason why the teachers' business should be an exception to it.

It would also be singular if there were not within the past few years a marked advance in the standard of public teaching as a profession. Its importance has been enhanced in the ratio of the increase of population. Since the older States have become vast manufacturing and commercial districts, and their inhabitants densely crowded into cities and large towns, the proper education and early training of children have become necessary to the welfare of society, and to the existence of free government. In sparsely settled communities the case is different. The extreme of poverty is comparatively unknown, and temptations to vice and crime are remote. Domestic avocations and influences are in themselves a school, in which, as our early national experience has shown, the hardier, and many of the nobler qualities of character and intellect, may be healthfully and strongly developed. The discipline of the schools is not so much a barrier against degradation and vice as an appliance toward an elevation to a higher plane of life. But in the thronged centres of trade and manufacture, ignorance and vice are natural allies, and society is compelled to protect itself against crime by education.

Primary and Secondary Schools.—Although these preparatory schools are often regarded as of secondary importance, we do not so

consider them, but on the contrary believe that in none do more serious duties devolve on the teacher. It is much more difficult to unlearn a bad habit than to acquire a good one, and in the Primary Schools habits of thought, feeling and action are first formed. The plastic nature of the young child readily receives impressions that it would be difficult, and perhaps impossible, to stamp upon it in later years. These first steps, therefore, in the process of systematic education, are in the highest degree important. If the influences under which the child is placed, during the hours of school, are elevating and refining; if his powers of observation and perception, then, more than at any subsequent period, powerful and in vivid operation, are properly directed, his affections won by gentleness and kindness, his unintentional errors corrected with patience, while his wilful faults are subdued with firmness, the good effects of this early discipline will be as lasting as his life. In his early years the child learns faster, and the lessons are more permanent than at any other period. By the time he is six or seven years of age he has actually acquired a greater amount of knowledge, and of a more important character, than he will ordinarily attain during the whole remainder of his life. He has acquired the ready and dexterous mastery of that wonderful instrument, the human body, and his muscles, like highly trained servants, respond instantly to his volition; he has learned to reason upon, and draw accurate conclusions from, the impressions received through the medium of the senses; he has gained a familiar knowledge of the world about him; and, most wonderful achievement of all, he has not only learned to attach definite and correct meaning to the multitude of sounds we call spoken words, but he has learned to form them with exactness, by the use of the complicated and delicate machinery provided for that purpose, and, more than this, to combine, arrange and inflect them, and with them intelligibly and accurately to express his thoughts. In truth, the remaining work of education seems little more than the bringing to perfection of what was in these few years acquired. It is at this interesting and wonderful period, when the powers of perception and memory are capable of performing such marvellous work, that he is subjected to the regular discipline of the schools, and no duty is more delicate and important than its proper application. In the so-called higher schools he is in a measure formed, and beyond the control of his teacher, with habits, cast of thought and feeling determined; but here he is peculiarly in the formative stage. Taken in any point of view, then, are not these Primary Schools—these moulds which are to shape human nature in its most plastic and impressionable state—of the highest importance, demanding teachers not only of natural efficiency, but of practised skill?

No definite rules can be laid down for the government of any

school, and in the Primary, more than any other, success depends upon the tact and natural aptitude of the teacher. She must have the power to attract the children, and to insensibly and without effort win their confidence and love, the secret of which lies in a great degree in the teacher's love for the children. Without this, however excellent a disciplinarian she may be, she will fall short of attaining the true ideal of such a school. Gentleness of tone and manner is also requisite, and is not at all incompatible with necessary firmness and exact discipline. Great care should be taken that the studies should be attractive and the school hours pleasant. By skilfully exciting and gratifying curiosity, and by alternating work with amusement, each moment may be pleasantly and profitably occupied. Care, however, should be taken that the period of daily confinement should not be too long. Our recent experience has satisfied us that the Primary Schools which were kept only three hours, were quite as beneficial as those which were continued four.

As some difficulty has occurred in one or two cases from the infliction of corporal punishment, it may not be improper for us to express an opinion on the much-vexed question of the propriety of a resort to it. While we are not prepared to advocate its exclusion from the discipline of the school, we think it should be used with exceeding caution. A resort to brute force and physical pain should never be had, until all influences of a higher character have been exhausted, and then the punishment should be inflicted deliberately, calmly, and as an act of justice and necessary discipline. Particular care should be taken that it should not bear the appearance of an angry assault, for in that event it cannot fail to excite in return fierce and vindictive feeling, that will continue long after an apparent submission has been enforced. As a general thing the best teachers have least occasion to resort to the rod; and he who cannot command his temper while using it should discard it wholly. Let him be assured he will do vastly more mischief than good with it. Great care, too, should be taken that the punishment should not be immoderate or of a character that may inflict serious or permanent injury. Such a punishment is unauthorized by the law, and exposes the teacher to a criminal penalty. He is only protected while acting within the limits of moderate and judicious chastisement. But while the rod should be used with such exceeding care and judgment, there are cases when it is unfortunately necessary, and then the teacher should have the firmness to apply it. It is the last resort next to expulsion, and we believe it should be tried before expulsion. If no correction or discipline avail, and the good of the school demand it, expulsion must be the final remedy.

School Committee.—ALFRED MILLER, C. H. B. SNOW, GEO. D. COLONY, HENRY L. JONES, GEO. A. TORREY, THOS. S. BLOOD.

GARDNER.

In regard to the employment of teachers, we think there should be a settled policy of the town; and while we have no desire to add to the duties and labors of the school committee, we have no hesitation in saying we believe, that as with them is the duty of accepting or rejecting all teachers, so with them should be the duty of selecting and contracting with them. If prudential committees of each district are authorized to do this, it can only be done from year to year at the annual meeting of the town, previous to which time many of the best teachers are secured in other places. Our experience the past year has confirmed this fact.

In looking for a teacher to continue the school in district No. 2, we found some excellent teachers then employed, but who might at that time have been employed for the coming year. But as the term of one member of the committee expired with the year and another proposed to resign his office, and as we did not know what action the town would take at its annual meeting, we did not feel authorized at that time to make any contracts with teachers for the coming year. Immediately after the annual meeting the committee for the coming year applied to these teachers, and from most of them got that reply so unpleasant to receive from a young lady, "I am previously engaged."

School Committee.—J. M. MOORE, J. D. EDGELL, DAVID KELTON.

LANCASTER.

We believe much might be accomplished by more efficient superintendence of this work. What would be thought of a man who should hire twelve laborers and set them in different parts of his estate to do work of great difficulty, and then should employ three men, who were commissioned to go singly, once in each month, to see how they got on with the work, and discharge any if it proved necessary, requiring them at the end of the year to report what and how much work had been done? It is only the natural aptitude of our teachers that enables a town to continue such a system, and the wonder ought to be that we get so good results as we do. We are convinced that a more effective system might be adopted, and many men and many towns have adopted a much more effective and more profitable system.

School Committee.—SILAS THURSTON, GEO. M. BARTOL, W. A. KILBOURN.

MENDON.

It may be regretted, it may be a prevalent folly, but it is a fact, nevertheless, that the days of flogging schools into order and studiousness are gone. It seems probable that legislative enactment will

speedily abolish corporal punishment altogether. The people have virtually done it already. Hence, we say, that severity of government in school or elsewhere, though it may give temporary relief, is not likely to prove permanently useful. Our friends will doubtless find, should it be introduced, that the close of schools, instead of showing disorderly scholars, will find scarcely enough present to furnish material for examination.

The advocates of a return to old-fashioned modes of governing schools must admit, we think, even while reflecting on modern degeneracy, that parents were the real disciplinarians. They made the sentiment of the times, they supported teachers and repressed scholars all through the halcyon days of the ferule and the raw-hide, and they alone formed the power behind the throne, which really enforced obedience to the tyrant of the school-room. But a new regime is established, and those who work in full accordance therewith have no difficulty in the matter of discipline; nor shall we, when we individually begin to work, and willingly assume our share of responsibility.

It is noticeable that some parents, most forward in condemning the management of schools, show the least capacity or willingness in training their own children aright. It seems more consistent either to take the burden of the conduct of our children upon ourselves alone, or, if we choose to place it on another, to imitate our fathers, and give that other full power without question as to the method pursued, provided the work of governing be done. If the day for this course is past, should we not, rather than let the young suffer, perhaps be ruined, put our own shoulders to the wheel?

People have so little confidence in the continuance of the district system that outlays for school-houses are made with great reluctance. In view of recent laws affecting this system, an extract from which we have appended to this report, and the divided opinions existing in town in regard to the matter, their hesitation is not strange. We wish the town would speedily vote to discard the district system. An established system of some kind, in whose permanence we can confide, and into harmony with which we can bring our labor and our efforts for the future, even if more faulty than the present, is exceedingly desirable.

The districts were always feeble organizations, and although in this town they have some supporters among the true friends of good schools, it is, we believe, a fact that the strongest advocates of their continuance are among the last to perform faithfully the duties, or even avail themselves of the privileges pertaining to members of a district, to whose existence they cling so devotedly.

The greatest drawback to the prosperity of schools, however, always

springs directly or indirectly from the apathy of those whose children should attend them. Sometimes a teacher is found who wins success in the most unfavorable circumstances; but average teachers are about as useful as the people see fit to make them. They do well if well supported; but neglected, unguided scholars and often parents arrayed against them, contending "singly against a host," they inevitably fail, wholly or partially. Neglect alone is enough to kill nearly everything whose life is desirable in the organic, intellectual or moral world, and the much-prized Public School institution is no exception to the rule.

School Committee.—GUSTAVUS B. WILLIAMS, MICAJAH C. GASKILL, DAVID ADAMS.

MILLBURY.

Truancy and Absence from School.—The committee desire to call the attention of their fellow-citizens to this great and, we fear, growing evil. We earnestly ask them to assist us in applying the needful remedy. After paying so heavy a tax for the support of schools, it is wrong to have so many children deprived of their benefits.

Sometimes we are accosted thus: "Why don't you have these children, coasting in the streets and endangering the safety of travellers, in the school-room, where they belong? In coming a half mile we have seen a dozen of them. It costs our manufacturing establishment a dollar a day the year through to keep the schools in operation. We pay the tax cheerfully, but we don't want the money thrown away." Now no one has any right to complain of such logic. It is certainly conclusive. But what committee, unaided by their fellow-citizens, can successfully grapple with an evil so wide-spread and vast. Some of our population seem not to care whether their children are in school or not. They think, in this free country, men should be permitted to do as they please. They do not want committee men to interfere with their domestic affairs. But these persons make a great mistake in supposing that the education of their children is left at their option. The child and society have rights as well as the parent. Within certain restrictions these rights are paramount to all others. The law makes it the duty of every parent or person who has children in his charge under fourteen years of age to furnish them at least with twelve weeks of schooling during the year, six weeks of which shall be consecutive; and for every neglect of this duty the party offending is liable to a forfeiture of twenty dollars. There is also a law respecting habitual truants and children not attending school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen. It would be a kindness to all concerned to put these wise and beneficent laws in force.

Chairman.—E. Y. GARRETTE.

MILFORD.

A Common School education, if it means anything, seems to mean this: the best possible development of our boys and girls, physically, morally and intellectually, into good healthy, true and useful men and women. They should early learn to obey the laws of health; they should understand and conform to the principles of virtue, truth and honesty; and their intellectual culture should be to unfold, develop and direct their natural capacities, faculties and powers, to the end that they may be useful and happy.

If these positions be correct, then it is for those having charge of children—parents, committees and teachers—to see to it that they have this education in the easiest and shortest manner possible. All school studies and exercises should be arranged and conducted in a way pleasing and attractive to the children. A hunter will walk more miles in a day than a road traveller, and easier.

If these things could be properly managed there would be little need of stuffing, as it is sometimes called; nor would there be much occasion for coercion. It is as natural for children to learn as it is for them to breathe; and it is our duty to see that they learn proper, useful and necessary things. It is, perhaps, safe to say, it is mainly when lessons or subjects are presented to them in an unnatural or disagreeable manner, either by teacher or text-book, or both, that they will not be studious and cannot be attentive.

We have, perhaps, in some of our schools, too much book; too much committing to memory of long questions and answers, and oftentimes as unmeaning to the children as they are long; and, it may be, too little of oral, associative, connected instruction. It is better for the teachers to ask questions than to answer them. By a series of well-put questions from the teacher, all the obscurity which clouded the subject in the little mind is dispelled, step by step, and the child sees clearly the principle involved in the exercise. It sees the why and wherefore; for it has learned to trace the relation of one thing to another, and to compare one thing with another. In fact, it has learned to think, to reason; and when one thing, little though it be, has been mastered in this way, a great deal has been done; something great to the child has been gained; a victory won, making the next more easily achieved.

Particular attention is called to the attendance of the High School during the past year. It has improved even when improvement could not reasonably be expected. Last year, the percentage was $.99\frac{3}{10}$; this year, $.99\frac{5}{10}$. During the summer term, the percentage was $.99\frac{2}{10}$. There were only three cases of absence during this entire term, indi-

cating a degree of health that is truly remarkable. Of the class to graduate the coming year, sixteen in number, one-half have not been absent nor tardy during the course, a period of three years and one-half! Absence rarely occurs, except for reasons that are pronounced satisfactory by the rules and regulations. For instance: of the present junior class, numbering forty-five during the winter term, twenty-five have not been absent for two terms; fifteen have been absent solely on account of sickness; while five have been absent for other reasons. Of these five, three or four have been absent on account of domestic affliction or absence from town. The same statement is true, substantially, of the other classes. It is safe to conclude that the maximum percentage of attendance has been reached. The attendance, it is easy to see, has an important bearing upon success as a scholar.

School Committee.—EDWIN BATTLES, GEO. E. STACY, GEO. G. PARKER, HENRY E. FALES, GEO. G. JONES, DELANO PATRICK.

NEW BRAINTREE.

We wish to say a few words in regard to school discipline. This subject is being agitated more than usual in many places, and it is even attempted to make it a subject of legislation.

Every one acknowledges the necessity of thorough government in school; the only question is how to accomplish it. Some claim that it can always be done by what they call kindness, by which is meant, sometimes, moral suasion, at other times simply indulgence.

We think it is an axiom that children will not learn unless they are controlled. They must be in subjection to authority; must submit or be willing to submit to a superior will. We do not doubt that most children, at home and at school, may be controlled by kindness; but we think it a great folly to lay down the rule that force must never be used. Some say, if a scholar cannot be controlled except by force, expel him; but they forget that expulsion is force, and a kind of force which, if generally exercised, would defeat the very end for which schools are organized and sustained, viz.: to educate our children. We think, therefore, that expulsion should be resorted to only in an extremity, when every other means fails. It should be the last resort.

It is an error to suppose that the use of force in school is inconsistent with kindness. On the contrary, the greatest real kindness you can do an indolent, idle, wilful, vicious, or disobedient scholar, is to bring him by force into subjection, if subjection cannot be otherwise secured. If corporal punishment is deemed necessary to secure this end, then why should it not be used? But if forced to inflict corporal punishment, it should be done with the rod, calmly, with manifest

reluctance, and in a spirit of unmistakable kindness; never, if possible, hastily or in passion, or with the least semblance of a revengeful spirit.

Punishment should never be inflicted merely to secure or to enforce the teacher's authority, but because the teacher's authority is essential to the highest and most rapid advancement of the scholar in that for which he is sent to school.

There may be occasions when, if a teacher has the strength and nerve, it would be proper and wise for him to seize a rebellious pupil and shake him into submission. It no doubt does a bad boy good to be so shaken up. But it would scarcely comport with dignity or delicacy in a lady teacher to resort to such an extreme measure. We object, for a similar reason, and for other reasons which need not be enumerated, to the use of the hand or a book, or any such irregularity, as the instrument of punishment. We object to it because such punishment is usually inflicted in haste, and too frequently in anger, which defeats to a great extent, the end of punishment. We question if it does not always do more harm than good to punish in anger.

In regard to the whole subject of school discipline, there is greater need, in parents and teachers, in essayists and legislators, of the exercise of common sense, and less of sentimentalism. The parent must remember that, in the school-room, the teacher has full authority; and the parent must not blame the teacher if, to secure order and good discipline, the teacher resort to the same means that the parent uses at home, or ought to use. We say ought to use, because it must not be forgotten that the lack of order and discipline at home makes the duties of the teacher in the school-room more burdensome and more difficult. And the teacher should remember that, in the discipline of the school-room, he ought to be actuated by the same motives and the same spirit of patience, forbearance and love that would influence the kind but conscientious parent at home.

School Committee.—JOHN H. GURNEY, GEO. K. TUFTS.

NORTHBOROUGH.

The first school committee of this town was chosen April, 1826, agreeably to an enactment of the legislature, passed March 4, the same year; before which time the minister and the selectmen were the visitors and superintendents of the schools. From this date,—more than ten years before the Board of Education was established,—the school committee of Northborough made a report to the town each year; copies of which reports are contained in the town records, up to the time when they were printed in a pamphlet form. In 1828, (forty

years since,) the town adopted a system of regulations, which was printed, and which forms the basis of the rules which remain in force at the present time.

It was at a much earlier period that the district system was introduced. In 1770, the town, or precinct as it was then called, was divided into four squadrons; and ten years afterwards, (1780,) four school-houses were erected, at an average cost of about a hundred and thirty-six dollars. The number of school districts was afterwards increased to six; a division which, with some modifications, has been kept up to the present time.

Half a century ago, the number of scholars in the several districts was nearly the same in each. Even the school on Ball Hill, which is now reduced to a handful, then contained as many as thirty or forty pupils; and the other schools averaged more than half a hundred, and so continued for many years.

After an interval of thirty-six years, the disparity of numbers has greatly increased. Three of the schools—those in the 4th, 5th, and 6th districts—have become very small; while those in the 2d and 3d have been considerably reduced in numbers. In the mean time, the Centre School, in two divisions, has been gradually increasing in numbers, and contains, at present, not much short of a hundred and fifty pupils; while the High School numbered, the last term, over eighty. Under these circumstances, it would seem that the old district system is unsuited to the times, and that something better should take its place.

This the town undertook to do two years since, by establishing a graded system of schools. A High School was inaugurated and has been in successful operation for six successive terms. An Intermediate School was also established. Both of these are annual schools; kept forty weeks, in three terms. The Primary Schools are kept three terms, of ten weeks each. It gives us pleasure to state, that the system, which has now been on trial two full years, has been attended with very satisfactory results.

Chairman.—J. ALLEN.

NORTHBRIDGE.

It is not necessary to believe that every change of books, or method of teaching, is an improvement; or that the hill of science will ever be ascended without much difficulty and toil. But the art of teaching, with all its appliances, has advanced equally with others, and it would be about as sensible for the farmer to boast of the superiority of his ancient implements of agriculture, or the manufacturer of the spinning-wheels and hand-looms of his maternal ancestry, as of the superior educational advantages of the past century. The schools of

our town can furnish, to-day, better facilities for education than the academies of thirty years ago. Improved school-books, better methods of instruction, and larger schools, enable a pupil to leave the school-room at fourteen with a better education than was obtained formerly at twenty years of age.

We are aware that we are no nearer perfection in matters of instruction, than the mechanic in the appliances of his art; but we must do as he does, take the best that offers, and work with it till something better is discovered.

Neither do we claim that the present theories of teaching, and superiority of our schools over the past, is due to any special talent of the educators of the present age, any more than in the case of inventors, for that probably has been about the same in all ages; but like them it has advanced step by step, with frequent failures and successes, alike contributing to the general stock of knowledge and advancement of the sciences. And as the present century has developed but few if any new principles of mechanics, but simply applied those of a past age, so Pestalozzi, the great founder of the modern system of instruction, belonged to the eighteenth century.

For a period of thirty years we have had schools in this State for the special training of teachers. Institutes have been held annually, in all sections of the State, to enlighten the public mind and direct the attention of teachers to the best methods of instruction; but here the similarity still continues, for where an inventor has produced something of acknowledged merit, he frequently has before him the more difficult task of making the world believe it. However much of misconception and prejudice there remains to be overcome, the time is not far distant when none but trained teachers will be desired.

School Committee.—R. R. CLARKE, J. LASELLE, G. BENSON, STUART DERMOT, CHARLES O. BACHELLOR, LUKE FARNUM.

NORTH BROOKFIELD.

No male teachers have been employed during the year except in the High School, and we are inclined to the opinion that the schools are the better for it; not because we think women are always or generally better teachers than men,—on which point, as there is no occasion for doing so, we express no opinion,—but because the young men whom we could afford to employ in our district schools are generally immature, of imperfect education, without much, if any, experience in teaching; and, not intending to make that their profession, have no strong desire and make no serious effort to be accomplished and thorough teachers, but are satisfied if they can finish the term without

particular discredit to themselves ; while we can usually find ladies of sufficient education whose characters are mature, who have had considerable experience, who expect and intend to teach for some years at least, whose reputation as teachers is valuable to them, and who therefore have a direct interest in doing the best service of which they are capable.

The teacher's calling is a most honorable one, not only because its influence is most important, but because it requires for its successful prosecution some of the very highest and most valuable qualities of mind and character, the possession of which would insure success and command respect in almost any walk of life. Benevolence, firmness, energy, system and self-control for the discipline of the school ; vivacity, readiness to comprehend the working of other minds, accuracy and clearness of thought and language for its instruction,—these, with knowledge as ample as may be, and strict conscientiousness and high principle, are the qualities of a first-class teacher ; and a person possessing all these would seem to be one who should command our highest respect and admiration.

These things should be kept in mind by the teachers themselves. They should never forget that their business is one which requires thought and contrivance ; that it does not consist merely in hearing so many recitations or going through an established routine. They should, if possible, inform themselves of new methods of instruction, and what enterprising and thoughtful persons similarly employed are doing and saying on the subject. It is not necessarily the case that the methods of our fathers were the best possible for their day, and it is still less certain that they are the best for ours. Nor yet do we say that the new ways are always better ; but we do say that the teacher should be able and willing to give to such subjects intelligent and candid consideration, and to approve and adopt such suggestions of others as are valuable. Such enterprise or activity of mind is expected of persons in all other employments, and we see no reason why it is not as useful in the business of education.

In closing our report, we would congratulate the town on the prospect of improvement in the schools, which we may reasonably expect, from the policy now inaugurated of having three terms in a year instead of two as heretofore. This will unquestionably give us great advantage over other towns in the vicinity, in securing the best teachers, and for other obvious reasons encourages the hope that, at the close of the next year, the school committee may be enabled to report decided progress in the educational interests of the town.

School Committee.—J. E. GREENE, HIRAM KNIGHT, AMASA WALKER, S. P. MARTIN, WARREN TYLER.

PAXTON.

It has long been a custom, here, for the several districts, when their school money for one year is not all expended during the year, to use the remainder for the next year, as an addition to the annual grant for that year. This is not strictly legal. If money is granted for any specified purpose for one year, and it is not expended during that year, it is not legal to use it for that purpose or any other after that time, without another vote of the town. It remains in the treasury, to be disposed of as the town sees fit. If there are different sums of money left by the several districts unexpended at the end of the year, they may either be put together and divided equally among them, for the next year, or each district may be permitted to use its unexpended part in some succeeding year; but the districts themselves have no legal right to dispose of it in any way, without another vote of the town. We have taken some pains to examine this matter, and feel quite confident that we have now made a true statement in reference to it.

School Committee.—WILLIAM PHIPPS, H. W. HUBBARD, E. W. CONANT.

PETERSHAM.

The subject of corporal punishment is being much discussed now among educators and the public generally, and those whose opinion is most worthy of regard, however differing otherwise, concede that it should be reduced to the very lowest amount. We are becoming very doubtful of that person's power to govern well who finds himself obliged to resort frequently to his ferule or his fist; and who, in these violent exhibitions of his authority, is not only ventilating his own wrath, but betraying to the ever keen eye of youth his own weakness. Even where there is grievous offence a teacher must still be superior in spirit as in place, seeking with fatherly interest the lasting good of the offender, even while sustaining the order of the school; never descending like some bigger boy to the tone and bearing of a fight. Practical wisdom, however, in this matter is very necessary. A great many things go with a great many things—time and circumstances, tone and spirit, are all to be considered, and while we offer it as our highest ideal, that the teacher is to seek for perfect inward quiet and kindness, that no hate, no passion, no personal feeling shall enter into the administration of correction, we do certainly hold that it is not wise to announce to a mixed school of all sorts and conditions, that in no case is the hand of restraint or chastisement to be laid upon offenders. Better however that the teacher have a discretionary

power to dismiss unmanageable older scholars from the school, subject of course to revision by committee, and the returning of the transgressor on sufficient assurance of amendment; and thus, without taking all fear of other penalty from before the eyes, those disgraceful scenes that have so often disfigured the schools of the Commonwealth will be avoided, the teacher—sometimes a slender woman—saved from descending into the vulgar arena of personal contest with bone and muscle, and the gross offenders taught respect for the silent power of law and character.

In conclusion, we are glad to say that our schools are on the ascending scale, and we cannot doubt that an intelligent people, anxious for the prosperity of their community, cut off from some of those larger sources of increase furnished by railroad and extensive water privileges, will see to it, at least, that these do not go backward, that this one last element of hope and promise be not neglected. Penny wisdom here is pound foolish. Even a single dollar more per year on every man's tax,—a dollar so often wasted,—devoted to better teachers in some cases, and longer schools in all, would tell its story gradually among us, in increased desire for information, increased calls for papers and books, in better conversation and public speech, climbing up into lyceums and libraries, engendering confidence and enterprise, and coining itself over and over at last into hard dollars again, and the enhancement of even the real estate value of the town. Or, more strongly, we are not an intemperate people, but even the money spent among us, unnecessarily, for strong drink, would give to us at least eight months schooling every year now, instead of six, give our children better homes to live in, better farms to work on, and themselves better equipment for all the duties and exigencies of life, while the town itself would gradually come up to be a better and more desirable place for either the retirement of wealth, the investment of capital, or the home of thoughtful scholarship.

School Committee.—D. F. GODDARD, J. M. HOLMAN.

SHREWSBURY.

* * * * * A teacher of very superior qualifications; but this has not been sufficient to insure her complete success. Almost from the very start, some of the parents—unwisely, we think—took exceptions to her government of the school from the reports of their children,—no other evidence, for they did not visit it,—and the result was the usual one in such cases. The school dwindled down to less than one-half of the number of scholars at the closing examination. We believe these parents have been their own worst enemies. By

withdrawing, or allowing their children to leave the school, the loss has alone been theirs. We very much fear that some of those lads have received injurious impressions, which may prove detrimental to the best interest of the school during all their coming school days; and this mainly from the fact, we believe, of parents listening to the tales of their children, and making strictures, and even condemning the teacher in their presence; and in some cases even, we fear, the parents have little or no control over them. It is useless to appropriate money for schools, and have parents refuse their co-operation. Every case requires the joint action with the teacher; and herein consists the only effectual means and certain security of harmonious counsels, and complete success in study and in government. But the case does not rest here—what affects one school affects others indirectly. Society is so connected, so interwoven, the interests of one man with the weal of another, that it is impossible for one member to be injured alone. It is felt to the outermost circle. We believe parents make grievous mistakes and injure the term of school beyond recovery, when they countenance in their children any violation of the regulations of school.

We wish to call the especial attention of the town to the inequality in the length of the schools in the several districts. While No. 1 has had twenty-one weeks during the past year, No. 3 has had thirty-five. This is not as it should be. The schools in the several districts should be of uniform duration. The pupils in one district are entitled to the same length of school that is had in any other. As long as the town maintains the present district system, just so long shall we have more or less of this inequality.

There are so many contingencies to be taken into account, the different prices paid to teachers for wages, and the varying prices for board and fuel, that it is impossible to equalize them by the present method.

We hope the town will act wisely in this matter, and not cling to the system, when reason and prudence require a change. In the several towns where the district system has been given up, so far as we can ascertain, the results have been favorable.

As we compare the Common Schools of to-day with those of our boyhood, the contrast is a striking one in several particulars. In none more so than in the difference observable in the ages of the pupils. Then scholars were not too wise to attend the Common Schools till they arrived at manhood's years; and even then reluctantly left them. Now it is far different; there are not over thirty at the present time attending all the district schools in town, who have seen sixteen years. We think this a great mistake, and parents are chiefly responsible for

it. The pupils of fifteen, at the present time, are probably farther advanced than were those of twenty years ago. But those who graduate from our Common Schools to-day, we believe, are not so well qualified for the duties or the business of life, as were those of twenty years ago, chiefly for the reason that they leave the school at such an early age. We believe this to be a subject that demands the earnest consideration of every well-wisher of our government. The education of the great mass, in connection with the use of a free Bible, we believe to be amply sufficient, with the blessing of the Almighty, to preserve us from anarchy, and cause the blessings of our free government to be perpetuated to all coming time.

School Committee.—A. D. NOURSE, HENRY HARLOW, F. A. JEWETT.

SOUTHBOROUGH.

Moral Instruction.—We have called the special attention of teachers to the importance of inculcating moral lessons as a part of their daily work. The object of our school system is to furnish a practical education to the children and youth of the Commonwealth. But how can that education be called practical where moral culture has been neglected? These schools are designed to be no less the fountains of "pure morals" than of "sound learning." That this object may be accomplished, the State requires by statute that moral instruction shall be given, in terms as plain as that instruction shall be given in reading, arithmetic and grammar. For otherwise, how shall they be schools where are learned the "great lessons of life and duty," and where the children and youth may "be fitted for the high trusts of manhood?" When this moral culture is neglected, the most important part of the work of education is neglected, whether we consider the happiness, the true success of the members of our schools, or their fitness for the present and future relations of life. When, therefore, we do not see some advancement in these schools in "that which is lovely and of good report," in "politeness and good behavior,"—when the evidence is wanting that the advancement in the principles of "piety and justice, and a sacred regard to truth, benevolence, chastity, moderation and temperance," does not keep pace with the attainments in the branches of ordinary study and recitation, a shadow is thrown over the results of our school training. And here should the intelligence and wisdom of the teacher appear, in so using the reading lessons, and occurrences in and out of the school-room, that moral sentiments shall be impressed upon the hearts of the scholars. This intelligence and wisdom, joined with a true appreciation of the value of moral training, will often turn the dullness produced sometimes in the

school-room by routine, into the favorable season for imparting a lesson of unspeakable value.

The High School has undoubtedly been of great advantage to the town. Its influence for good has been and is felt more or less in all our schools. It has taken a class of scholars from the other schools who needed much of the teachers' time and effort, which they could not have given without neglecting the younger scholars. Many, if not all, in these schools have been stimulated to greater diligence in their studies, that they might be prepared to enjoy its privileges. Let any one look in upon the High School when in session, and ask the question, How many of these scholars, but for this school, must have been excluded from education, beyond the rudiments, or must pursue their studies at great expense away from home? The answer to this question will speak plainly enough, to any one who truly appreciates the value of such an education as it furnishes, of the importance to the town of our High School.

School Committee.—JOHN COLBY, JONAS FAY, SAMUEL APPLETON.

SOUTHBRIDGE.

Re-arrangement of Schools.—Toward the close of the year, a very general desire began to be publicly expressed, that the standard of all the schools in the town should be advanced. A free interchange of thought disclosed a prevailing wish that decisive action should be taken to provide for the better accommodation of our Primary scholars, and to do away with the unpleasant feeling existing in the out districts toward the central committee. The wish culminated in a vote of the town, at its annual meeting, to raise a sum of money which would secure the best teachers; to abolish the school districts; and increase the school committee to nine. This action of the town makes the intended recommendation of the committee, in this direction, unnecessary.

Necessity for Co-operation.—It does not, however, make it unnecessary that the committee appeal to the professed friends of education for a hearty and friendly co-operation in the work of elevating the schools. Truth compels the statement that the greatest hindrance to the committee's honest endeavors for the welfare of the various schools has grown out of indiscretions, indifference and jealousies in individual districts. Until the spirit which engenders these evils is imprisoned, there can be no proper success. Money is powerless to compass it. Neighborhood grudges are not offset by the town's dollars. They are a poison that must be eradicated. Let it be understood by all, that the ballot-box has laid upon individuals the onerous duty of going for-

ward in the improvement of school privileges and facilities, and that nothing is to be gained, while much may be lost, by division and contention. So long as this duty is thus incumbent, the committee can have no choice but to perform it, as they can have no desire but to perform it for the best interest of every child in town. If they err in judgment, a remonstrance uttered behind their backs can do no good. If, again, a remonstrance properly presented, is not heeded, the power which has made the committee can in due time unmake it. It has been said, "The worst use you can put a man to is to hang him." So we conceive the worst use you can put a school officer or teacher to is to vote him an enemy, and make him a theme of common and censorious remark in the family, and in the presence of the young upon the street. You may scold your selectmen, and the bricks in your new sidewalk lie just as quietly as though you said nothing; but when you talk the faults of teachers or committee over before your children with every neighbor that comes in, each youthful mind becomes a burning coal to kindle and help to consume the results of taxation and toil.

School Committee.—MANNING LEONARD, J. W. LEWIS, E. B. PALMER.

SPENCER.

Discipline.—No school can be really prosperous unless well governed. It would indeed be more pleasant for both teacher and scholars, if the former should never be obliged to resort to any mode of punishment whatever. But a school is seldom seen where no form of punishment is needed, and sometimes the rod is indispensably necessary. Some children, by a defective education at home, or by force of inborn passions, or peculiar temperament, are strongly self-willed and defiant. Such are not always moved into line by mild and persuasive words. Neither are they brought to their bearing by scolding, which, by the way, should never be indulged in by a teacher. Neither should a teacher be rash, threatening in a passion that, on the exercise of his judgment in his cooler moments, he would be unwilling to carry out. Let him calmly consider his duty in reference to the offender, and with firmness do it. The infliction of punishment requires moderation and firmness, such as a judicious and thoughtful parent should possess. Corporal punishment, we think, should not be discarded from our schools, but good judgment should be used in its application. One disorderly, defiant spirit, may infect a score of others, and thus seriously impair, if not destroy, the usefulness of the school, and if kind words and gentle means will not avail to correct such, they must be dealt with in a more severe manner. The rod has been applied in a

few instances in our schools the past year, and its influence, we think, has been most salutary. We hope it may not be needed in the future.

Parental Influence.—It is of the utmost importance that parental influence, in every district, should be exerted in favor of the school. To the teacher is committed the entire government of the scholar while in the school-house and on the adjoining play-ground, and some have thought as he goes and returns from the school. But certainly the teacher is under the most imperative obligation to maintain good discipline in the school, for without it his labors will be of little value, and no parent has a right to interfere with his government. If he steps beyond his authority, if he is rash, using improper language or methods in governing, or if he is lax in discipline, or inefficient as a teacher, redress for such grievances can be secured in a proper way. Men are appointed by the town to attend to such cases. We cannot expect perfection even in the best of teachers, but whatever may be their faults they seldom make a greater mistake or commit a greater wrong in their work, than do those parents who, in the presence of their children and neighbors, indulge in the practice of indiscriminate fault-finding. It is the most effectual method, and seldom known to fail, of destroying the usefulness of the school. Better were it for all concerned for the pupil to suffer a little undue severity, or a little neglect, than for parents to pursue such a course, so well calculated to destroy all respect for the teacher; for if children do not respect their teacher, they will not be likely to profit much by his instructions.

School Committee.—E. M. WHEELER, G. L. HOBBS, N. D. GEORGE.

STERLING.

Of the really good teachers in town during the past winter, nearly one-half came to us from other towns. It was difficult even to find teachers for the winter schools. The State has provided schools for the training of teachers, but who have we in process of preparation for this work? The work of teaching is assuming more and more the dignity and importance of a profession, and there is an increasing demand for those to engage in it who are thoroughly qualified to undertake it. Men and women who have had experience are called for in all the mechanic arts, and even in agriculture “raw” hands are not looked upon with favor, but young ladies who have succeeded in passing through the routine of Common School studies are placed in positions of trust without any adequate idea of the responsibilities they are to assume. There is somewhat of truth in the exaggerated statement of an experienced teacher, who declared that no person was qualified to teach a child the alphabet who had not thoroughly mas-

tered the principles of algebra. The education of children is one of the highest trusts that can be committed to any one, and the responsibilities connected therewith are of the most important character. Teachers need thorough mental discipline as a general qualification for their work, and in addition to this they need that special training which can be obtained no where else so well as in schools established for this purpose.

It is a noticeable fact, that, with one or two exceptions, the best schools during the past year have been in the best school-houses. If a school-house, in itself considered, has nothing to do with the character of a school, it must be admitted that, as a general rule, the condition of a school-house indicates the state of feeling in a district in respect to the value and importance of education. But we believe that a school-room does exert a direct influence upon the school within its walls. A good teacher will teach a better school in a good school-house than in a poor one, and a poor teacher cannot do worse. The pleasantness or unpleasantness of one's surroundings in a school-room have a wonderful influence upon the feelings. They encourage to more earnest work, or dispel all ambitious motives. This is felt alike by teachers and pupils.

School Committee.—HENRY S. SAWYER, A. S. NICKERSON, E. GERRY.

STURBRIDGE.

The difficulty with respect to some of our teachers has been that they were too young; they could not exert the influence, and use the authority, which only riper age can give, and without which a school, even of young pupils, cannot be carried forward to the point which it ought to reach. Themselves just out of school, and needing more of the discipline and training of the school-room, on their own account, they are not competent, if to teach, to govern a school successfully. In view of all this, however we may respect the motives that lead many amiable and excellent girls to engage in school-keeping, and to earn in this way their bread, we feel, as a school committee, that it is asking too much of us to express this sympathy by sacrificing to it the welfare of the rising generation. Our schools are established for the important purpose of training them in useful knowledge; of furnishing opportunities, which, to many of them, will be the only ones which they will ever enjoy. We cannot consent that in our hands they should degenerate into mere charity foundations, for tyros to try their hand at school-keeping. We commend them to some other method of getting a living. The time that our children pass in school is too short, the issues at stake are too important, to justify us in

waiving their interests out of any consideration of courtesy, or delicacy, or sympathy towards those who, without the adequate preparation, would assume the difficult and responsible office of teachers.

Normal Schools.—Before dismissing this topic, we would say a word upon securing, if possible, their services as teachers who have had the benefit of our Normal Schools. If teaching, as is the case with the other professions, is likely to be done best by those who have been carefully instructed in its processes, and under the most competent educators, why not avail ourselves of the help of such? To what purpose are these schools endowed and sustained at such an expense to the State, if not that the State, in all its towns and districts, may reap the benefit of them? If there be a best way of doing a thing in education, as in everything else, why not act upon this self-evident fact. And in what way can we better do this than by employing those to do our teaching who have themselves been well taught, not only as respects the branches pursued, but also—which is the important point—as to the best modes of instructing in them. Why seek the improved methods of cultivating our farms, and improving our stock, while, as respects this all important matter of education, we remain satisfied with the old worn-out humdrum routine? If there is “a more excellent way,” let us have it.

School Studies.—These claim a share of attention in our report. We wish that there were a greater variety of them. We believe that all the considerations which should determine a course of school study, its tendency to discipline the mind, its positive value in relation to the business and duties of active life, its power to awaken interest, its effect to do away the monotony and humdrum, which are apt to press like an incubus on the energies of scholars,—we believe that all these plead in favor of this variety. Reading, writing, geography, grammar, arithmetic, history, the prescribed course, are very important studies, but they do not exhaust the circle of valuable knowledge, nor comprehend all that our Public Schools ought to furnish. Altogether too much time is given, we believe, to arithmetic, and in its abstract form, not in its practical uses and applications. How many scholars, who, in the current phrase, have “been through” Greenleaf’s arithmetics, could measure a cord of wood, or survey a ten-acre lot, or gauge a cask, or keep a set of books? Why should not our boys, soon to be voters, learn something of the theory and history of government, of civil and municipal law, of the organization and workings of our town system? Why should not our girls, soon to be housekeepers, be instructed in chemistry, and its applications to the household arts, with which it has so much to do, and which contribute so largely to the health and happiness of domestic life? Why should not some

time be found for such studies as botany and natural philosophy, and natural history in its varied and attractive departments? Why should so much attention be given to geography, and none bestowed on physiology? as if it were all important for children to know the location and boundaries of countries, the height of mountains, and the length of rivers, on the earth's surface, but of no consequence to know anything about the structure and laws of their own bodies. Why study the principles of grammar, and overlook the laws of moral science? underlying as they do all life, and belonging to the very foundation of all sound education.

School Committee.—HENRY F. EDES, HENRY E. HITCHCOCK, DAVID WIGHT.

WARREN.

When we think of the combination of talent requisite in a good teacher, and of the rude notions of a great many people in reference to the work of managing and teaching a school, perhaps it is not strange that in many cases we fail to witness that degree of success which is desirable. In the estimation of a great many people, it would seem to be an easy matter to teach school; a work which almost anybody can do. "Why, he is only employed six hours a day," say they, "whereas farmers and mechanics must work ten or twelve. And then there is very little of work in what he does do. To sit in his chair and hear recitations for three hours before dinner and for three hours after dinner, certainly cannot be a very tedious business." But how little do those people, who talk in this way, know what is requisite in the qualifications of a good teacher. How little do they know of the constant drain which it makes upon all his best energies. They know nothing. This work of teaching, if the teacher comprehends his business and does it, is a very complex work. It is something more than to hear recitations, praising the studious and obedient, and flogging the indolent and wayward. To do his work properly he must understand the pupil's disposition and habits; be able to correct those which are bad, and instil those which are good. He must help him in his studies in such a way as that he will be able to help himself. He is rightly to direct the diligent and quicken and inspire the dull, not by the lash, but by love; not by a course of treatment which will sour and repel, but by a course of treatment which will encourage and attract. He is to inspire the child with a feeling of self-respect, the love of what is right and true, and the abhorrence of what is false and unworthy. He is not simply to cram his memory and do the work of education for him, but he is to help him to educate himself, and so help him to build up an intelligent and useful character.

Hence, to make a good teacher, requires a rare combination of talent. In order to be successful, teachers must have a comprehensive knowledge of what they would teach; must be able to impart what they know in a clear and attractive manner; must know something of the pupil's nature and a good deal of their own, and be able properly to discipline both; must have an enthusiastic love of their profession and a profound regard for the welfare of the tender minds placed under their care.

And even then there will be a great many obstacles to their success. There will be the endless diversity of natural ability and interest on the part of the child; and there will be a want of co-operation on the part of parents; and not only a want of parental co-operation, but sometimes there will be parental interference and opposition. And these obstacles must be surmounted before any good degree of success can be attained.

It is no wonder, then, that good teachers and good schools are so rare. When we take into the account the ability needed, on the one hand, and the low estimate which a great many people entertain of what constitutes a good teacher on the other, and especially when we consider how much they all have to encounter, the wonder is that they succeed so well.

High School.—Your committee feel that they, as well as you, have just cause for congratulation in the very marked success of the High School during this first year of its existence. When the school was established and a generous appropriation made for its support, we felt an extreme anxiety lest we should not be able to secure the services of the right man. We knew how much depended on the success of the first year. Hence we thought it the part of wisdom, to start only with a first-class teacher; taking it for granted that it was wiser to obtain the best, even though the salary might be deemed high by some, rather than run the risk of a failure with one who might have been obtained at a less compensation; and we think the result has proved the wisdom of our decision. The school has been an eminently successful one. Its principal and his assistant have both proved themselves happily fitted for their responsible positions. We hazard nothing in saying that this school will compare favorably, in punctual attendance, studious habits and general deportment, with any similar school in this part of the State. Teachers and pupils deserve, and receive, our heartfelt commendation.

The High School exerts a decidedly beneficial influence on the district schools. That influence is very marked. It is observable to any one at all acquainted with their condition. The more advanced scholars now have something to incite them to greater effort, to more studious

habits; something to reach up after. Your committee have been gratified to witness the laudable efforts of many, who were before quite indifferent as to their scholarship, to gain admission to the High School; and in the case of some, where we were doubtful as to the propriety of admitting them, and who were admitted conditionally, there has been an application to study which had never been witnessed before.

But if the High School exerts a beneficial influence on the district schools, what shall we say of its influence on the fifty or sixty pupils who have, the past year, enjoyed the direct advantages of it? It cannot be estimated. The habits of promptness and industrious application which they have been forming, the thirst for knowledge which has been awakened, and the elements of a good character which have been instilled,—these are beyond all price. It is impossible to weigh them in any scales used in the commerce of life, or reckon their value as compared with any of the commodities of the world, even its gold and precious stones. Surely the few hundred dollars which the successful High School has cost, are not to be spoken of as a reason for not continuing to support it.

School Committee.—J. H. MOORE, J. WALKER, J. W. HASTINGS.

WEBSTER.

Then, too, parents need to feel the great importance of retaining their children in school until the entire course is completed, and they are prepared to graduate. Cruelty is too mild a term to be applied to the conduct of some parents who withdraw their children from school to find a place in the manufactory, the shop, or on the farm, just at the time, very likely, when, with all the ardent aspirations of youth, they have entered with high hopes and every prospect of success upon a course of mental training whose valuable results upon the entire future of their being it would not be possible to estimate. That must be a stern necessity indeed, which would justify a parent in depriving his child of the valuable advantages pledged to him by a faithful devotement to such a course of intellectual culture as that to which our High School now invites him.

The work is not all done, fellow-citizens, when you have voted your school appropriation and elected your school officers. We want you should carefully scrutinize how your money is expended; how your schools are conducted; whether they are accomplishing the greatest amount of good. See that your children are constant in their attendance—that the precious hours of their school-life are rightly used. Frown upon all insubordination. Let our children learn the first great

duty of citizenship in our schools,—obedience to law. Do not by any means countenance wrong or injustice in the school, but take proper means to have wrong righted, and injustice removed. The welfare of your children demand this—and your whole duty to community is not discharged until all this is done.

School Committee.—GEO. J. SANGER, C. W. REDING, F. D. BROWN.

WEST BOYLSTON.

The change from the district to the town system, effected last spring, was expected to cause some friction; but some change seemed a matter of necessity, and this, in its present working, promises well. If our experience corresponds with that of other towns which have given it a fair trial, none will regret the change or be willing to revive the former system. In its equalization of school privileges, in its relief of difficulties growing out of the duties of prudential and superintending committees, in the power it confers of assigning teachers to such schools as, on examination, they seem best adapted to; and in its sure introduction, in due time, of the higher grade Grammar and High Schools; it opens a better and brighter prospect for the cause of general and thorough education of the young.

School Buildings.—It is possible for a good teacher to succeed in an over-crowded, ill-ventilated and badly-seated school-room; but an important condition of a good school is a good school-house. It should have ample room, convenient and comfortable seats and desks, and be made pleasant by means of its furniture, apparatus and surroundings. Without these, the teacher labors at great disadvantage, the children are uncomfortable and their health is perilled. It ought to be remembered that one-fourth of the cases of consumption, that fearful scourge of New England, are regarded as originating in the school-room. There certainly is criminality in the prevailing neglect to look into and remedy existing evils. We take pains enough with our dwellings and churches; we make them neat, comfortable and tasteful. If damaged, we at once repair them. Why should we not be as much alive to the condition of our school-rooms, where our children spend a large portion of their young existence? Let our school-houses be so constructed that the children may be as comfortably seated there as at home; let them be made pleasant for study and association, and the scholars will learn more, develop a higher character, be purer in their morals, yield more readily to a healthful discipline and take pride in protecting and keeping in order those school-rooms.

School Histories.—The time hastens when the records of churches

and societies and towns and schools may be of incalculable value. Our successes and defeats, our plans and efforts, may be of great interest to those who succeed us. It occurs to us, therefore, that the records of our schools, while under the district system, will soon all be closed up, and that they should be cared for and kept. Not only their historic value should lead to this, but the evidences they contain of titles to land occupied by school buildings. Unless collected and preserved, they will soon disappear. Your committee therefore recommend that measures be immediately taken to collect, arrange and preserve all the records of our late school districts.

Chairman.—W. M. MURDOCK.

School Regulations.—All teachers in our Public Schools are required to make themselves and their pupils familiar with the following rules; and any violation or neglect of them will be regarded as sufficient ground of complaint against a teacher.

1st. The morning exercises of the school shall commence with the reading of a portion of Scripture by the pupils or teacher or both, to be followed by some devotional service.

2d. Teachers shall have the general charge of the school-room and be responsible for its order and cleanliness. They shall also have a general supervision of the entire school premises, and report to the committee any damage done to the room or furniture, and by whom, if known. The scholars, so transgressing, will subject their parents or guardians to full payment for all damages thus caused, either to the school buildings or grounds.

3d. Teachers are required to be present at least ten minutes before the time prescribed for commencing school, and shall give special attention to the ventilation and temperature of the school-rooms.

4th. There shall be a recess of ten minutes for every scholar each half day, and no pupil shall be deprived of any part thereof, except for misconduct. In no case shall girls and boys have recess at the same time.

5th. The discipline practised in the schools shall be that of a kind, judicious parent in his family. In all cases corporal punishment is to be avoided, when good order can be preserved by milder means. If deemed needful to inflict it, the teacher shall, at the first opportunity after, report the case to the committee, with the necessity and severity of the punishment. No teacher will be justified in inflicting any punishment upon the head of any pupil, either with the rod, rule or hand.

6th. The teachers may make such rules for the maintenance of order in their school-rooms as they judge needful and proper; and any pupil refusing to yield to the authority of the teacher, or submit to necessary discipline, or who shall encourage others in resistance, may be summarily suspended from the school, and shall not be allowed to return, without permission obtained from the committee.

7th. Teachers are required to notify the committee immediately of any cases of suspension from school privileges for misconduct, and the neglect or refusal of scholars to furnish themselves with all needed books.

8th. All teachers shall punctually observe the hours for opening and closing their schools: *provided*, that classes may be detained a reasonable time after the regular hour of dismissal, for the purpose of recitation; and pupils for the purpose of discipline or to make up neglected lessons.

9th. No child under five years of age shall be allowed to attend school without special leave first obtained from the committee.

10th. The statute requiring the faithful keeping of the school registers must be strictly complied with, and no teacher shall receive payment for services till that duty is fully performed.

11th. Teachers must not depend on the reports which scholars may give of their studies or deportment, but rely on their own personal observation in the final filling up of the registers.

12th. Teachers shall have the privilege of taking one half day in each term to visit any other schools in town.

13th. It shall be the duty of teachers to guard their pupils against the use of profane and obscene language, and to inculcate, in compliance with the General Statutes, "the principles of piety and justice, and a sacred regard to truth; love of country, humanity and universal benevolence; sobriety, industry, frugality, chastity and temperance, with all those other virtues which are the ornament of human society and the basis on which a republican constitution is founded."—*By order of the School Committee.*

WESTMINSTER.

High School.—The law provides that all towns may, and certain ones shall, keep a High School. With us it is not a compulsory matter, but do we not need the benefits of it, if not in the same degree, the same in kind? Do not our children need just as good an education as though there were five hundred families in town? Some one has said that the churches and school-houses in a town are an index to its morals and enterprise; and it is not true that these are essential to thrift and real prosperity? Who, with families, would wish to locate in a town with inferior schools? And who would desire for neighbors those who are indifferent to the education of their children? Have not many families been invited here in the past on account of the educational advantages here afforded? Would not the rise in real estate more than compensate for the expense of a High School? Enterprising men will not stay or come into a place that does not afford a fair opportunity for the education of the young. This leads us to inquire if it would not be well for the town to secure the academy building for the purposes of a High School? That building might be fitted up so as to be an ornament as well as credit to the place, besides the real advantage of a good school. As it is, the building, in its dilapidated condition, is neither a source of profit to the proprietors or credit to the town.

School Committee.—CLINTON WARNER, T. D. WOOD, W. H. H. SHEPARD.

WINCHENDON.

A Year without Districts.—From the incorporation of the town, in 1764, to the year 1828, the town chose the school committee from year to year. The duties of the committee were simply prudential. The districts never made choice of committees previous to that year. The practice which the town has just abandoned, was of comparatively recent origin.

From the beginning till 1809, it was the minister's duty to examine teachers, inspect the schools, give religious instruction, &c. In that year, a committee was appointed, whose duty, "with the assistance of the minister, *ex officio*, was to inspect the schools at the commencement and termination." From this time to 1818, the town failed to appoint a similar committee. From this last date, the town has annually chosen a school committee to examine teachers and schools. But this committee had nothing to do in finding teachers; that was the duty of the other committee chosen by the town, down to 1828. Since then the committees chosen by the districts, with the exception of a single year, have procured the teachers, subject to the approval of the school committee.

By the vote at the last March meeting, we have nearly returned to the original practice, with this difference, that the committee, and not the minister of the First Congregational Church, have the duty of examining teachers and inspecting schools. It ought to be noted, however, that the town chose a resident in each district on the committee.

What is the teaching of a year's experience in regard to the change? It is too soon to draw conclusions, but the committee are satisfied that the results of the last year will stand comparison with those of any year within their remembrance. We can see where there might have been an improvement in assigning the teachers to their several fields of labor; but on the whole, they have been distributed with more regard to their fitness for particular schools than has been common in years past. With slight exceptions, the government of the schools has been good; the instruction has been given intelligently and with patience; the scholars have made creditable improvement, and the influence of the teachers upon their pupils has been such as to improve their manners and morals. At the same time, no difficulty has been found in providing fuel, keeping the school-houses in order, and performing prudential duties in general. When we remember that the change was an experiment, and that it was strongly opposed by quite a large number of the inhabitants, the results are

very satisfactory. The prospect is, that in future years the plan will work still better.

Another Change.—It is evident that the committee is now too large for efficient action, and for economy in expense. Two methods are at our option. Either reduce the committee to the former number of three, or if the larger number is preferred, let them choose one of their number, who shall act as superintendent of schools, under their direction. In this way, the expense would be kept down, while the supervision of the schools would be more thorough than it has been in times past. There would be another advantage in this arrangement. When there are different inspectors of the various schools, it is difficult to make out a report which will do justice to all the schools and teachers. No two men have the same standard by which to estimate a school; and if they had, their style of reporting would differ so much, that the relative worth of the different schools would not be set accurately before the reader. Heretofore, when the number of the committee was small, they saw many of the schools each year; perhaps, in the course of two years, the chairman would have an opportunity of visiting them all. But when there is a committee-man to each district, no one, unless specially designated to the service, can have much acquaintance with the schools. But when there is a superintendent, he will apply a common measure or standard to all the schools.

Powers and Duties of Teachers.—Some years since, the committee published a brief digest of the laws relating to schools, teachers, &c. We do not propose to reprint that part of our former report, but we would particularly request the teachers to study the laws, so far as they relate to schools, for their own guidance. In the Normal Schools, sufficient time is given to this subject, to make all the members familiar with their rights, powers, duties and liabilities. This is a wise provision, as all teachers should understand the laws under which they act.

For example, teachers are responsible for the order of their schools, and they have all the power necessary to enforce order. It is not the design of the State, that unruly scholars should be sent home, and so be brought up in enforced ignorance; nor that they should be sent, only in exceptional cases, to Reform Schools. They are to attend the schools provided for them. If a teacher cannot keep them in order, the question may be raised whether he or she is qualified for the place. Only when the scholar is incorrigible, should he be expelled; and this can be done by none but the committee. The teacher can dismiss a scholar for the day, or until the case can be put into the

hands of the committee. But teachers should make a point of governing their own schools. The law gives them ample power.

But on the other hand, they are not to abuse their power. They are in the place of parents, and ought to feel a parent's solicitude for the welfare of the children committed to their care; and as parents are liable to prosecution for undue severities, so are teachers, in like manner, amenable to the law.

Teachers' Institute.—The teachers' institute which was held here in the month of November, from the 11th to the 16th, inclusive, was considered a success, (as compared with other institutes,) by the Secretary of the Board of Education, and his assistants. About one hundred and twenty teachers, including those in town, attended, most of them throughout the sessions. Besides Secretary White, and Mr. Phipps, agent of the board, lectures were given by Messrs. Walton, Niles, Sharp, Monroe, Holt, Hager, Thompson, and the veteran Prof. Russell. The teachers attended all the exercises with great assiduity, and by their deportment won the good will of the citizens generally, as well as the families that entertained them. The lectures were listened to with interest and pleasure by many besides the members of the institute. The evening sessions were crowded, and the committee express the general conviction, when they say that no course of lyceum lectures ever delivered here, was at the same time so interesting and profitable to the community, as the exercises of the institute. And it is proper to add, that the cheerfulness with which many families provided homes for the teachers, was most fully appreciated by the committee.

School Committee.—A. P. MARVIN, E. S. MERRILL, G. A. LITCHFIELD, C. H. WHEELER, G. H. WHITNEY, G. W. GREGORY, W. N. WHITE, C. A. LOUD, C. J. RICE, IRA RUSSELL, N. D. WHITE, W. L. WOODCOCK.

WORCESTER.

During this year, for the first time, has been carried into effect the vote of the board directing semi-annual promotions. All the teachers, with one or two exceptions, made cheerful effort to carry out the plan, and respectable classes were promoted all over the city; and that the standard of qualification was not one whit lower than formerly, we have the unanimous testimony of those teachers to whom the pupils have been promoted. Some of them state that the classes received are the best they have had for years. But a general deduction that because the system has worked so well in this case, it will continue to do so without any modification to suit the new circumstances, is, I think, unwarranted, and will prove fallacious. That there was a

necessity for the very thing that was done there is no doubt, and perhaps the object was accomplished in the best way, but this is because our system had, in the rigidity of its mechanism, become choked by the slow movement of enormous classes, and there was needed some accelerating, stimulating process to enable the bright members of those classes to disentangle themselves from the inertia of the mass. This object has been accomplished, but it is not to be expected that the same effect would follow a like effort next year, for the children are now generally as far forward in the course as the stage of their mental development will justify. It may be asked, Will the old evil repeat itself, then, every few years? It will undoubtedly, until our course of study is rearranged, and until less mechanical methods of teaching are intelligently pursued. There is an immense amount of mere rubbish in what we now teach, and all that should be eliminated. This evil is of such a character that one teacher cannot emancipate herself or her scholars from it by her own unaided effort. She must be helped to do it by the organized power of this board.

During the past year a quiet, but none the less earnest, interest in the High School has manifested itself in the community. There exist two strongly defined parties whose wishes and aims with regard to this school are widely different. Consequently there is more or less tendency in these varied ideas to array themselves in hostility to each other. At one time the party holding one set appears to be in the ascendant, and the opposite party complains that its interests are sacrificed. On looking back at the history of the school, it appears that this tendency to oscillate between a near approach to the favorite system of the lovers of classical learning, or to that of the admirers of scientific training, is not a new one. Every vibration of this kind is followed by a season of satisfaction on one side and a consequent wish to maintain the established order; and of discontent and agitation on the other. The feeling existing now has taken a form something like the following:—Those who believe in the paramount importance of what is called a “liberal education,” who have a high opinion of the “sweetness and light” shed upon society by classical culture, are satisfied with the work that the school is doing, or at least with the course which it provides for the pupils. On the other hand, that large class of our citizens who wish to prepare their children for the work of artisans and traders, complain with justice that the school furnishes no adequate provision for the proper training of their children. The greater part of the money which is raised for the support of the school comes from their pockets, and three-fourths, perhaps five-sixths, of the pupils, are the children of this very class. With some feeling they remind us that in this country the greatest good of the greatest num-

ber is to be aimed at, and they demand that the kind of training which they wish for their children shall be the kind which the school shall furnish. Now it is never safe to lose sight of the truth that no man's real interests oppose the real interests of any other man. It is every person's duty to demand that not only shall his own rights be respected, but that the rights of every other shall be, in like manner, and to the same extent. No majority can without guilt sacrifice the interests of a minority. We ought not to wish to educate all our children after the same pattern. No particular course can be absolutely best for all, because all are not to follow the same occupation. Then we are inevitably led to the conclusion that we ought to furnish in our High School the broadest and freest possible opportunities to the young people of this community to develop themselves for the work which they choose to do in life. This freedom should be limited by only the necessary limitations of such a school. And the interests and wishes of all classes in the community should be liberally provided for.

Superintendent.—B. P. CHENOWETH.

H A M P S H I R E C O U N T Y .

AMHERST.

Apprentices' School.—Having entire confidence in the grading system, not only as the most economical, but as securing the best results, your committee became satisfied that the schools of the town do not meet the wants of all who are entitled to their benefits.

Competent instruction is provided for all the children of the town, in the branches usually taught in Common Schools and Academies, from the alphabet up to a thorough fit for College; provided the pupil, having entered, is able to continue until his course is completed.

But there are many who cannot comply with this condition. The sons of farmers are usually detained from school one or two terms, each year, after they are old enough to be useful on the farm. Apprentices and clerks are seldom allowed more than one term for schooling.

Suppose a pupil to remain in constant attendance till fitted to enter the High School. He must now close his book and enter upon the labors of the farm, the store or the workshop. The school-year com-

mences the first of September. Late in autumn he applies for admission to the class he left. He finds the class advanced a whole term. The train has moved, and he is left behind. Must he wait a whole year? He will be no better off then. Consequently he must forego the advantages of an education, or his parents, already heavily taxed for the support of schools, must submit to the additional burden of supporting their son at a poorer school.

For such we have no adequate provision in our schools. They have been admitted into the Grammar Schools and the High School; taking a partial course, and joining such classes as they were fitted for, but the arrangement has seldom proved satisfactory, being profitable to neither party.

In view of these facts we have taken the responsibility to provide a school in the academy building during the winter, placing it in charge of Captain Charles Storrs, who has proved himself a competent teacher of boys as well as a brave commander of men.

There have been about forty pupils, every part of the town being represented. In the course of studies, prominence has been given to those needed to fit for the active pursuits of life. In the judgment of your committee, the result of this experiment has been highly satisfactory; and we recommend that provision be made, in the building to be erected on the academy grounds, for the accommodation of such a school as a permanent adjunct of our school system.

School Committee.—R. B. HUBBARD, M. B. CUSHMAN, R. B. BRIDGMAN.

BELCHERTOWN.

The great event in the history of education in this town the past year, has been the building of a house for a High School, the establishment of the school, and its successful progress for two terms. We see in it the promise of a great blessing to the town. With a course of study already marked out, equal to that in our first class-academies, it sets before all the children of the town privileges to be reached by them such as they have never seen before. Many of them already see in it the possibilities of a better life. By the stimulus it gives, they are lifted above influences which have led to the ruin of so many.

When the town shall become convinced that fifty per cent. can be added to the value of all the money used for schools by giving the selection of teachers to the superintending committee, longer and better schools can be secured. This committee know all the best teachers, and the adaptations of teachers to particular schools, and if they are fit for their office, could secure, with rare exceptions, well conducted and well taught schools in every school-house. This seems so plain that only the blind can fail to see it.

It is clear that now all our schools should be so ordered as to fit all the children of the town, who at suitable age may be able to avail themselves of its privileges, for the High School; and to give to all the best advantages which their circumstances allow. Is it not to be supposed that those who have the supervision of the High School, and of all the schools as one system, can better secure this end, than eighteen other men selected by lot, or chosen each in his turn from the voters in his district, and perhaps more anxious to give the place to some relative or favorite than to promote the interests of education?

School Committee.—HENRY B. BLAKE, ELIOT BRIDGMAN, SAMUEL ALLEN.

GRANBY.

How to Study.—Parents and teachers, do you ever think it is as much your duty to teach a child how to study, as it is your duty to hear his recitations? A child's love for books and habits for study are formed during the first or second year of his school life. How often is a child's taste for study ruined during these early years, when impressions made upon his tender and rapidly developing mind are more permanent than those received during advanced life. A thoughtless word of sarcasm used as punishment for a faulty recitation will sometimes so impress a child as to make him hate his books and school. A word to a child at this tender age, when strong mental impressions are easily made, often changes the character of his life.

Teachers should occasionally ask themselves how they would instruct their pupils if there were no text-books in our schools. They should try classes occasionally without them, and if they use the blackboard freely, we are satisfied their schools will be improved by the change. A good teacher will not be confined to the use of text-books. One of the best recitations in grammar we have ever heard, was made by a class which had not read a word in any grammar. She should try a class in arithmetic, and aid them in making their own examples and rules as their progress in the study demands them. A good teacher can give a class just commencing geography a better understanding of the shape of the earth, its revolution upon its axis, and relation to other worlds and the sun, causes of change in the seasons, day and night, general distribution of the land and water, etc., with the aid of a blackboard and a ball or globe, during one half hour of recitation, than her class can obtain from their text-books after days of study. We have no thought of abolishing text-books from our schools, but we wish teachers to be less confined to their use.

School Committee.—S. M. COOK, C. B. SMITH, SAMUEL SMITH, JR.

GREENWICH.

We live in a country where the people govern; where every man's ballot, whatever his character for intelligence, or social position, is equally potent; where education and political and moral integrity are indispensable to prosperity and growth. It is for this reason that the Commonwealth has taken upon itself to legislate upon this subject with so much thought and care; that it has enacted such definite statutes in reference to all scholars of a legal age. Not leaving it to the option of towns to decide for themselves how much, or how little, means of education shall be afforded the children between five and fifteen years of age, it provides that not less than six months shall be furnished all within their respective limits, and has also passed laws looking towards centralization and an economical expenditure of funds for the support of schools. Government acts on the broad ground that it is its first duty to protect itself; and it needs to protect itself from the invasions of ignorance, and all the train of evils which ignorance engenders. And there is no way of protection except by educating the people, and this education must begin in early life, in the school-room, under the faithful teacher. The love and inspiration of study must begin in life's morning. Government never more wisely accumulates money, or more wisely spends it, than in providing for education within its bounds. It is laying the foundation of its honor and glory which will abide. For, be it remembered, the glory of the Commonwealth and of the country consists eminently in its noble men, who have been born and educated on its soil; men of intelligence and culture, who have been true to her interests. The same is true of a town. Its high and true worth, in which it may rejoice with an honest pride, is not so much its wealth and material advantages as it is the intellectual worth, the intelligence and moral culture of its children—obtained, it may be, often in the midst of the discipline of poverty; but the love of which poverty could never conquer.

School Committee.—E. P. BLODGETT, C. M. POWERS, JABEZ R. ROOT.

HADLEY.

The different degrees of excellence in the different schools are owing, sometimes, to difference of material. This is sometimes owing to an unhappy selection of teachers. Sometimes the explanation is found in the difference in teachers themselves. These are very unlike in character. They differ very much in respect to special training for the work. Some have had none whatever, and others have given expensive and laborious years to qualify themselves for their profes-

sion. They are unlike in spirit. Some are full of zeal and devotion, and are earnest to improve constantly upon themselves. Some are content to plod on, giving very little evidence of effort and purpose in the direction of improvement, and seem to have no just conception of the teacher's high vocation.

They are unlike in respect to industry, some devoting all their energies to the work, and others having no thought for the school out of the school-room. They are unlike in their methods. Some are alive, fresh and inventive. Others are content to keep on in the old ruts, and teach mechanically, as they were taught, and have seen too many others teach.

Some seem in earnest to keep up with the progress of the day in matters of education, and others seem almost afraid they shall admit a new idea into their minds, and into their practice. They are the merest slaves of routine, and never trust themselves out of the old cider-mill track which they have always trodden. They too much neglect the literature of the profession. They sometimes neglect to attend institutes, or bring back from them few ideas that they reduce to practice; and even those who have had the training of the Normal School will fall back into the old-fashioned way of teaching, not because it is better, but because it costs less labor and effort just to hear recitations, than it does so to teach as to make every exercise instinct with life and interest.

To teach a Primary School well is a great and noble work, worthy of the highest skill and the most patient endeavor, on the part of any one who devotes her life to this profession. We are sorry to see in any a disposition to think or speak slightly of labor in such a sphere, as if it was beneath them. It is greatly to be regretted that the pay of this class of teachers is so small as it must be with us, while we support so many schools so many months, with no more money than the town now raises for purposes of public instruction.

We confess to a most hearty admiration of the spirit of her of whom it is told, that several years ago the accomplished and able lady now at the head of the Boston Training School, was induced to leave Oswego, and take an assistant's place in a Boston Grammar School. After filling her new place awhile, very much to the satisfaction of her employers, she said to the superintendent, "Sir, I cannot stay in Boston, unless I am promoted." Not understanding whither she could expect to be promoted from the good place she already had, he asked what she desired. "Why, sir," said she, "I prepared myself with great labor to teach, and am fitted for something better than a Grammar School. I want to be promoted to something of more consequence,—to a Primary School." And she got her promotion. Her

school soon became the admiration of all who knew it, and it was soon felt that she must teach teachers in the Training School. It is well to feel that the older grades of schools are not less, but the Primary Schools are more, important than most are aware.

We rejoice to see such a spirit manifested, and are firmly of the opinion that no other ought to be cherished in the mind of any one who is willing to be employed in this department. It is a mistaken impression that some, both parents and candidates, seem to have, that any one, of few years, bright parts, a very incomplete education, and none at all that is specially suited to fit one for such a place, and no experience, is competent to teach little children, when the truth is that this is a department of labor calling for the rarest talent and skill, knowledge of human nature, child-nature especially, and mastery both of the theory and the art of teaching. It is painful to see how poorly our small children are taught sometimes, by those who are employed to do their apprentice-work in this province. It is our persuasion, that the citizens of this town, for the most part, have yet to become familiar with a Primary School, which is indeed what such a school ought to be. And yet how is this to be expected, when the teachers of this class are so poorly paid, as they now are? We can but express the strong desire and hope that this grade of schools may not be undervalued or neglected, for what is left untaught in them is likely to be never learned. This is a neglect that no subsequent effort or attention can repair.

School Committee.—ROWLAND AYRES, EDWARD S. DWIGHT, H. C. COMINS.

HUNTINGTON.

It would save much trouble if parents, when unfavorable reports reach their ears concerning the school, would suspend judgment until they have by proper investigation ascertained the true state of the case, and learned all the facts. Teachers are too often tried without any hearing, and condemned on very slight and trivial testimony. Whatever opinions parents may entertain after such investigation, those opinions, if of disapprobation, should not be uttered in the hearing of the pupils, for a child's mind does not always comprehend the true state of the case. Suppose, for example, you were to condemn the laws against larceny in the presence of your child, would it not tend to encourage the child to steal? Does it tend to make a child respect law and order and civilization, to speak lightly and disapprovingly of the laws of the land, and contemptuously of the constituted authorities? If you wish your child to grow up in disrespect of law and order and civilization, a rowdy and a criminal, one of the surest

ways of securing such a result is instigating him to rebellion in school; or, what amounts to the same thing, teach him to disrespect the rules and regulations established for the welfare of the school; encourage him to be restive under those restraints, which are as truly a part of his education as is his learning the multiplication table, and which are necessary in preparing him to yield to those greater restraints to which he will be called to submit in after-life, and which are absolutely necessary to good citizenship, and the preservation of decent and well-ordered society.

School Committee.—JOHN J. COOK, CHARLES H. KIRKLAND, A. M. COPELAND.

NORTHAMPTON.

The committee would also urge upon the town the necessity of the continued employment of a single person to superintend the schools. There is ample work to be done, and whoever fills the place, and is faithful to his trust, must necessarily find it a position of much labor and responsibility. The school property of the town has now become so extensive and valuable, the schools so large and numerous, the calls of teachers, scholars and parents so frequent and pressing, and the annual disbursements of money so great, that it seems an absolute necessity that a competent person be employed to devote his whole time and energies to the care and oversight of these important interests. And we believe that the labors of such a person will save to the town a sum more than equal to the extra cost of the superintendency. We are, therefore, firmly of the opinion that for the town to abolish the superintendency, and go back to the old plan of parcelling out the work among the members of the board, would be an unfortunate step backward.

School Committee.—WM. D. CLAPP, *Chairman*, S. L. HILL, E. G. COBB, WM. L. JENKINS, S. E. BRIDGMAN, H. S. GERE.

Truly, in these days, as in the days of the wise man, not only "of making many books there is no end," but there is no end of making most voluminous ones. Each author, publisher and agent would fain make us believe that our only salvation, speaking in an educational sense, and I sometimes almost think in a theological sense also, is in literally devouring everything in every one of their particular textbooks. So we require our teachers to set the little child down to the dull and forbidding task of "learning his lessons." If the little fellow, whose whole nature rebels against this unnatural course, dares to lift his eyes from the unintelligible confusion of black marks upon the page, he hears the awful voice of warning, "All eyes on your books."

Fearing, perhaps, something worse than the voice, he once more pretends to study. But, alas! in a great majority of cases it is only pretence.

Thus, not only is the whole course of natural instruction perverted, but the child is taught from his first entrance into school to deceive; a practice which, in many places, our system of medals, diplomas and rank in classes, and taking places, fosters through the entire school course. So that often a proper supplement to each certificate of merit would be, "For great excellence in the art of deception."

Do you ask if I would dispense with text-books? Yes, I answer, during the first years of instruction, I would dispense with all except the Reader. Require a child of five or six years to learn unexplained lessons in arithmetic or geography! I would as soon, were I a mother, require my little daughter to commit to memory a list of complicated recipes for concocting French condiments for the table.

"What would you do?" says some teacher, anxious lest her room should not be "still, and all the scholars studying."

Let me relate an incident that occurred, as I was visiting a school not long since. I found a little bright-eyed fellow standing by the teacher's desk. I placed my hand gently on his head, when he turned his large black eyes upon me, revealing, in his earnest face, a nature full of activity and invention. "Well, my little fellow," said I, "acting as monitor to-day?" The teacher here came to the rescue by asking, "What shall I do with this boy? I cannot keep him still a moment." "Give him a slate and pencil," I answered, "and set him to doing something." "What, that little fellow! Why, he does not even know his letters." "Well," said I, "try it." On two occasions since I have visited that school, and about the first who greeted me was the little boy, who could not be kept still, bringing his slate to show me what he could do. The result has been almost marvellous. He cannot be kept still any more now than he could before, but his motions have been controlled and directed to some good purpose. Give the little ones something to do, rather than lessons to learn. Thus you will educate the eye and the hand as well as the memory.

Many years of experience and careful observation have confirmed the opinion formed long since, that the thorough study of music in all our schools is both practicable and desirable. An opportunity presented itself in the early part of the present term, to secure, at a very reasonable rate, the services of a gentleman of acknowledged ability in this particular branch of study. As much as I desired to have the schools receive the advantage of this instruction, I did not feel at liberty to recommend to the board, in the existing state of its finances, to incur this additional expense. I am happy to say, however, that by the

liberality of two of our citizens, I have been enabled to make temporary arrangement for instruction in music in a part of our schools. The results have exceeded my highest expectations. I commend, therefore, to your careful consideration, the subject of making some permanent arrangement for instruction in this department.

By an appropriation of the town at its last annual meeting the Evening School at Florence was partially recognized as a part of our Public School system. I have hardly known what my relation to that school was, as it has been in part sustained by private subscriptions. Whatever difference of opinion there may exist upon the abstract question of Evening Schools, certainly no one familiar with this school will deny that it is doing a good work. It is meeting a real want, which exists in every manufacturing village, and which, notwithstanding all legislation upon the subject, has not heretofore been reached in any other way. While you will not fail, I trust, to make ample provision to continue this school, upon its present plan, should we not, if we would avoid the terrible evils arising from an increasing ignorant population, establish like schools in other parts of the town?

Superintendent.—J. P. AVERILL.

PLAINFIELD.

We wish to call your attention to the fact that the schools have been maintained very different lengths of time in the various districts, varying from four and three-fourths to seven months, and in only four cases have the required six months been furnished.

Now, we would inquire, is there not some way to better this state of things? We imagine there are several, and will briefly hint two or three.

In the first place, we support too many schools. Now we know this is an old subject with many of you, and that by your past action you have repeatedly said you would not make any reduction; still we cannot help presenting the matter, hoping you may give it a more careful thought; and as you will be called upon to vote on the question of school districts at your next annual meeting, we would request that you will examine into the condition of the schools a little more closely in the coming year. Depend upon it, the teachers will not object to seeing you in the school-room, if you go there to gain information as to the school, and not to find all the fault you can.

Another plan we propose to you, is to do away with the present system of dividing the appropriation for schools among the several districts. We do not see how it is possible to make any fixed rule work equally; for while in the aggregate it may be nearly an even

thing at the end of ten years, still, in almost every one of those years, some of the districts will not get that proportion which their needs demand. Now we would suggest whether it would not be better to leave the whole matter in the hands of the town committee, to be arranged from year to year, as they see fit, and let them contract with the teachers also. We are aware that this is asking you to make quite a change in your school system, and you may possibly think this is giving too much power to one set of men. Still, we appeal to you, if the committee are made responsible for the schools, whether they ought not to have the entire charge of them? Perhaps you will object that this will do away with teachers "boarding round," and thus make more expense. Granted that it will do so. The practice is one that dates back to the dark ages, and the sooner it is over with the better, and in a few years, at the most, we shall be compelled by the teachers themselves to drop it.

School Committee.—STEPHEN HAYWARD, JR., THADDEUS ROOD, JAMES A. WINSLOW.

PRESCOTT.

Another great drawback on the success of our school is the continual change of teachers. It will be seen, on referring to the table, that in the twelve different schools in town, there have been employed eleven different teachers, only one of the teachers having kept a second term in town. What would you say of the merchant, mechanic or the farmer, who should discharge his clerk, apprentice or workman as soon as they had become familiar with the business, and of some value to his employer? We should say that such action was very foolish, to say the least; yet we are doing a similar thing where the laborer is at work on the immortal minds of our children, where every action and influence is to remain indelibly stamped through all coming time. In order to insure the best and most profitable schools, we need competent and permanent teachers.

Superintendent.—J. W. ADAMS.

SOUTHAMPTON.

Change of Teachers.—In this respect there has been no improvement. Every school but one took a new teacher for the summer and all but two changed again in the winter. Prudential committees do not seem to be aware of the loss we suffer in these changes. Though the new teacher may be as good as the old, she cannot at once know the proper classification of the scholars, nor the best management for their various dispositions. She must take time to learn these things,

and she must take time to accustom the scholars to her methods, and drill them to her routine. It will require, perhaps, two or three weeks to bring the operations of the school-room where the old teacher would have had them in as many days. Our school terms are too short at best, and we cannot afford the subtraction from their efficiency these constant changes occasion. We ought not to let a good teacher go if we can help it, unless the new one gives promise of doing decidedly better.

Perhaps these changes will be unavoidable so long as the prudential committees are changed yearly. Each new committee comes to his duties without experience, and before he can gain the experience his term of service is ended. Frequently, too, he takes little interest in the matter and hires the first teacher that comes along. Sometimes he fails altogether and there is no school unless the town committee are lucky enough to find a teacher at the last moment.

School Committee.—B. A. SMITH, G. R. BENT, ISAAC PARSONS.

WARE.

If our citizens of influence and education would make more frequent calls at the school-room, studying the operation of our schools, and addressing words of good cheer, it would impart a life and vigor to them which nothing else can supply.

They cannot forget what they owe to the Common Schools of the past; they must not forget what they owe to those of the present and the future. They can easily bring to mind the faces of those intelligent, public-spirited men, who in former days were wont to spend an hour or two in witnessing the every-day work of the schools; and who were never wanting in kind counsels and tributes of praise, where praise was due. Our citizens generally, possess a power in this respect, which no consideration of time or inclination should allow them to neglect.

The highest success of the schools does not depend altogether upon the teachers. Even the best will sometimes be obliged to contend with influences that are too strong for them. Of this sort are street influences, which are invariably of a blasting character. They tell with unerring certainty upon the morals and manners of the pupils.

Home influence may make a school highly successful, or it may destroy it. The teacher's authority to govern is delegated by the parent. The simple act of sending a child to school, or even allowing it to attend, is an informal but complete transfer of this authority. If a parent has a right to place any proper restriction upon a child, or to impose any duty, the teacher may do the same. Nor has the parent

any right to interfere with what he has so entirely delegated. Any attempt to do so, is a deadly thrust at his own authority—it is suicidal. If not satisfied with the manner in which the teacher exercises it, he has a remedy in withdrawing his support. But here, he had better sacrifice his own feelings, than the good of a school that some may have learned to prize; since even a quiet withdrawal is not without injury.

Each parent has his peculiar views upon questions of discipline, the extent of the teacher's authority, how far school officers may interfere, the studies to be pursued, the systems of instruction to be followed, the length of lessons, the advancement and promotion of pupils, and the degree to which the principle of emulation should be employed. In view of this variety of opinion, it would seem to be the more judicious course, to extend to those with whom we have intrusted the business of education, a generous confidence. If, instead of condemning them unheard, listening to the one-sided testimony of children, tampering with those who are really reaping good from the schools, criticizing sharply the teachers' methods, censuring their discipline, fostering a disregard for order, parents would generally follow the opposite practice of subjecting personal prejudice to a desire for the highest good of the school, investigating discreetly the grounds of any complaint, endeavoring to remove every obstacle from the teacher's way, offering on all suitable occasions a kind word of approbation, and referring at once all well-founded grievances to the committee, and the business of educating the rising generation would assume a new aspect, and be prosecuted with greater zeal.

Penmanship and Drawing.—We would enlist a deeper interest in penmanship. It is usually crowded one side by what are deemed more important exercises. It should be taught as other branches are taught; a set time should be assigned for it. The teacher should illustrate on the blackboard the elements of the letters, and the principles of the system in use in our schools.

Drawing may profitably be associated with this art. There is no doubt that a person will learn both to write and to draw sooner, and with greater ease, than he will learning either alone. All may learn enough of the latter art to use it in the common business of life, such as designing patterns, plotting fields, drawing plans of buildings and sketching objects of nature and art.

The influence on the taste, of trained accuracy of sight and steadiness of hand, is invaluable. Teaching a child to draw is giving him a new sense; he sees what one who cannot draw does not see.

School Committee.—GEO. C. FENN, B. F. EATON, WM. E. LEWIS.

WILLIAMSBURG.

Your committee are of the opinion that music and gymnastics should be encouraged in all the schools, throughout the town, as far as practicable. We do not mean, of course, to the exclusion of any exercises or recitations, but occasionally during the morning and afternoon sessions as a relief for the tired little ones and the puzzled brain of older ones. More mental work will be accomplished in the ordinary school day of six hours, by the teacher introducing a pleasant and lively song occasionally, or by from three to five minutes' exercise of the hands, feet and body, in a healthful gymnastic exercise. The consequence is, that all tiresome feelings vanish, the brain is rested by the pleasant change, cheerfulness pervades the school-room, and the scholars are all ready to resume their tasks with increased earnestness and enthusiasm. We have been pleased to see this exercise introduced in some of the schools, and we think it would be an advantage in all.

Oral Instruction.—The importance of this subject cannot be overestimated. Teachers are too apt to be routinists, going over the same well-beaten track day by day, week by week, and term by term, demanding that the subjects taught in the various text-books should be learned *verbatim et literatim*. Text-books are necessary, but they should not be used to the exclusion of oral teaching. When such is the case, scholars are very slow in applying their knowledge to a practical use. Teachers should be familiar with the text-books used, as far as possible, and referring to them but seldom during recitations, encourage the scholars to express in their own language the meaning of the principles contained in the various lessons, endeavoring at the same time to carefully unfold and illustrate all the various principles involved. In arithmetic this is all-important; for unless the teacher simplify the science by familiar illustrations, and by giving practical examples in every-day life that will explain the principles on which the various rules are based, the scholar will be unable to apply his knowledge of the science to a practical use. The same is true of grammar. This is a blind and intricate science to the beginner, and unless its principles are carefully unfolded and explained, and the application of the science made plain by practical examples and illustrations, the scholars will lose their interest in the study, and no advancement will be made.

School Committee.—E. M. JOHNSON, E. W. MERRITT, WM. SKINNER.

HAMPDEN COUNTY.

AGAWAM.

The most successful schools are those which have been under the same teacher, and a uniform process of teaching the entire year; while those that have made the least progress, are such as have been subjected to the most frequent change of teachers. We deprecate these frequent changes. Every year's experience more fully confirms us in the opinion, that the results are bad. No two teachers, who may be equally successful, have the same habits in the school-room, or the same mode of imparting instruction. And when a scholar is under the direction of a new teacher each term, he cannot acquire any fixed habits of study or deportment, but is constantly changing, as the influences around him change. No scholar can make rapid progress, or become well disciplined under such circumstances; but rather becomes confused and changeable in his habits of study, thought and deportment.

School Committee.—GEO. COLESWORTHY, ASHBEL SYKES.

BLANDFORD.

Abolishing the District System.—One benefit which we think likely to accrue to the town, in consequence of abolishing the district system, is the much-needed improvement of our school-houses; and we have already taken steps in the right direction in the matter, and think the time is not far distant when our school-houses will be an honor, instead of a dishonor, to the town. We are, however, aware that the subject of taxation, at the present time, is a serious one, and that economy and caution are very desirable qualities in the management of all our municipal affairs; yet we hope to see a steady progress until all our school-houses are what they ought to be.

Another advantage which is already apparent in consequence of doing away with the district system is, that the children can now attend school in any part of the town, thereby lengthening the school year to all who attend school out of what was formerly their districts, after their own schools have closed; whereas, under the district system, there was an unwillingness, on the part of some districts, to allow children to attend school except in their own districts.

It will at once be seen, that it is easier for the town to comply with the requirements of the statutes in regard to the length of the schools for all of the children in town, than under the district system, as we can now make one school of what was formerly two, and thus expend our money for the best advantage of the greatest number of scholars.

School Committee.—S. A. BARTHOLOMEW, WM. M. LEWIS, DWIGHT WARREN.

BRIMFIELD.

In the first place, we are not disposed to be satisfied with a do-nothing policy, while we can clearly see the need of improvement, and devise the means to secure it. As a school is usually just what a teacher makes it, we have urged and shall continue to urge our teachers to seek higher attainments, not only in facts and principles of general knowledge, but in what is of more importance to them—the science of teaching. We have done what we could to afford them the opportunity. Mr. J. G. Scott, of the Westfield Normal School, kindly offered last spring to give them a few teaching exercises in connection with the Hitchcock Free Grammar School. Those lessons appeared to be so well adapted to our wants, that it was determined to have but three months school in the summer, and those early in the season, to give the teachers an opportunity to join a teachers' class in the above-named school, to be taught by Miss Emma Field, a Normal graduate. Most of them eagerly responded to the offer, and we believe that no one who heard that class recite will doubt the expediency of its formation. We who have carefully observed these teachers in the school-room, know that they labor with more skill and success. But little could be accomplished in a single term in learning the theory and practice of teaching, and we hope that they will continue to avail themselves of such opportunities for improvement. Few can expect to excel in teaching who have not studied expressly for that vocation; and, in our opinion, very few such should be trusted. To be sure they will, after awhile, learn something by experience; but can we afford to instruct them at the expense of opportunities lost to our children? Have we not a right to require them to learn their profession before practising it at the public expense? In October, by invitation, Mr. A. J. Phipps, A. M., agent of the Board of Education, spent a day with our teachers' class, and gave them and us much sound and practical advice. A few days later, the entire class attended the session of the Massachusetts Teachers' Association at Springfield. It is our opinion that teachers should be encouraged to attend on similar occasions. They are there brought in contact with the most able corps of educators that ever blessed any State with their labors.

While thus affording our teachers every opportunity in our power to improve, we recognize the fact that the committee cannot and must not be stationary, that it is our duty to make progress in everything relating to the interests of our schools, and that the town have a right to demand it of us as long as they pay us for our services. How far we have succeeded in appreciating the work to be done, and how wisely we have done it, an intelligent public will decide.

We have continued the policy of employing home teachers, and continuing them in the same schools, and think it the true one. Several resignations made it necessary to make changes in the winter schools. We regretted it, but could do no better.

Our visible labors consist largely in overseeing the schools. To save time and expense, certain schools are allotted to each member of the committee, of which he assumes the special care. For the purpose of consultation and advice, sometimes two or more visit the same school. The law requires at least five visits in a term of three months, and as much oftener as necessity requires. We have been guided in discharging this duty more by the spirit than by the letter of the law; visits are not made at the expense of the town, unless we have reason to believe there is necessity for it. On such occasions it is our purpose to be present during an entire session. We intend to know what every class and every scholar are doing, and how they are doing it. If they are laboring wisely we commend and encourage them; if not, we try to teach them a better plan. This we cannot do by talking about it; we must talk the thing itself, and this requires us to give teaching exercises. We do this always with the consent and generally at the request of teachers.

The State is now supporting four Normal Schools, for the education of teachers. They have adopted methods of teaching based upon principles of mental science, which have proved so successful that Normal Schools have been established in nearly every State where it has been thought best to educate the mass of the people. These methods can and will be adopted into our High and Town Schools if the people demand it. We believe the system well adapted to all classes of scholars, and confidently rely on it to accomplish our purposes as soon as we are prepared to adopt it.

The State has also made an appropriation—of which we pay our part—to help support a "School of Observation," in connection with the Normal School at Westfield, where this system is applied in its purity. This school is always open to visitors, and its purposes are, so far as the State is concerned, to demonstrate to the people the success of Normal teaching. We earnestly recommend that delegations

from this town visit these schools, that they may be able to judge for themselves. We shall not fail to invite teachers to do so, as we have often done heretofore.

School Committee.—JOSEPH L. WOODS, EZRA B. WELD, NEWTON S. HUBBARD.

CHESTER.

Government, &c.—Some three thousand years ago there lived a certain king, a diligent student of human nature, an inspired writer, a very wise man, said to be wiser than all the men of the East, in fact, wiser than all men. He has left upon record much instruction in relation to the proper training of children, and to his sayings on this subject we would invite the attention of parents and teachers. He says, "Train up a child in the way he should go and when he is old he will not depart from it." Also, "The rod and reproof give wisdom," and much more which may be found in his writings. It may be said that we live in a more civilized and enlightened age of the world, and that the precepts of that ancient author are not applicable to the present time. Perhaps they are not. A translation to suit the present should read, "Teach up a child in the way he should go and when he is old he will not depart from it," or, in other words, tell him how he should do, expostulate, plead with him, to do in accordance with your teachings, and then let him do as he pleases; and when he is old he will not depart from it—from doing as he pleases.

Children being similarly constituted now as they were formerly, having the same natural desires and passions to be restrained within proper bounds, it would seem that they need not only to be taught but to be trained in the way they should go; that the habit of obedience should be formed in childhood and youth, that shall grow with their growth and strengthen with their strength, till they become men and women. Thus the habit of obedience having become firmly fixed, reason and observation both attest the truth of the declaration, that when he is old he will not depart from it. We would not wish to convey the idea that we are in favor of a constant or daily use of the rod, either in the school or family, and usually "as a last resort in any case." Any one who has taught school is aware that there are some scholars who desire to do right, and, if they err, a mild reproof is all that is necessary, while there are others who are careless, thoughtless and indifferent, who may possibly be corrected by reproof, and there is still another class who need a judicious application of the rod before they will listen to reproof; such are proper subjects for training, that right habits may be formed early as possible.

A teacher may by kindness and gentleness gain the esteem and

affections of the scholars, and this is very desirable in all cases; the scholars may be making commendable progress in their studies, yet they are not being trained in the way they should go. They are not forming habits of obedience, because there is no law to transgress. The teacher has no inexorable *must* in his or her vocabulary, but *please do*, and *pray do*; thus they continue to implore constantly till the higher law within rebels, or the nervous system is prostrated.

The above, however, is far preferable, exemplifying as it does the power of kindness to control the vicious and lawless, and lacks but one thing—a law to test their obedience and training to observe the law—to the other extreme of all law, and with the executioner following closely the judge, and inflicting punishment without mixture of mercy. Doubtless a happy mean between the two extremes in this as in other things, will be the best course to pursue, and if any find that they cannot govern a school without a constant use of the rod, they may rest assured that they have mistaken their calling, and should engage in some other business.

School Committee.—CHARLES M. BELL, ALFRED S. FOOTE.

CHICOPEE.

We would briefly allude to the system upon which our schools have been conducted for the past few years. Criticisms have been made and objections urged that it does not meet the wants of our children. Objections have been raised that it was too rigid in its exactions; that all children are not alike, either in temperament, taste or capacity; what was suitable for one was not adapted for another, and that it is not judicious to measure them all by the same standard, and subject them to the same requirements. Another objection is that all have not the time or means to complete the prescribed course of study; each one has or should have the right to judge for himself, and to pursue only those studies which his fancy or his wants may dictate. Again, there are those who can only attend school part of the year, and finding no class of their own attainments, must be classed among the smaller scholars, which is offensive and mortifying to their feelings and manly pride; hence, rather than submit to this, they will go to school nowhere. These objections, and a few more of a trifling character, are urged against the system. We had supposed that all such objections had long since been answered, and laid forever at rest, and we have been surprised that they should be again brought up and urged with so much earnestness. Now we do not claim that this system is perfect and free from all defects, but we have endeavored to make it, both in the grading of the schools and in the prescribed

course of study, as well adapted to the wants and condition of our population, as circumstances would permit. It is certainly evident that the work of education is just as much a business as any other kind of labor or business, and must be conducted in accordance with its own special laws and methods, which, being reduced to a practical application, must of necessity constitute a system. It is folly in the extreme to suppose that a work of this character can be carried on advantageously and profitably without some method, depending solely upon the caprices and notions of those who are ignorant of what they themselves need. Our schools, we know, are Common Schools, belonging to the public, and alike free and open to all, but that is no reason why we should not conduct them according to a well-ordered system, which shall make them most available in giving to all our youth the best possible education. The objection that all children have not equal capacity, or do not wish to pursue a prescribed course of study, would be of force, if it were not essential for their education, and the proper training and development of their mental faculties, that some kind of system must be followed; and while the prescribed studies are all of that elementary kind which are absolutely necessary for a common education, the objection would seem to be of little worth, merely because they were prescribed and pursued in a methodical manner. With very few exceptions, it will be found there is not so great a difference in the capacity of children as is frequently supposed. The real point of this objection lies rather in their indifference, their laziness, and sometimes wilful obstinacy, which is too often encouraged by the parent.

In regard to those larger scholars, who go to school only a part of the year, these are exceptional cases; and, so far as practicable, provision has been made for such in the Grammar School. It certainly would not be good policy to change a whole system for such exceptions. A good system of education is one which shall meet the wants of the largest number, and afford the best means for the highest culture. Its object is not to force a certain amount of either general or special knowledge upon any one, but to afford the better opportunity for those who wish to acquire it, and so long as it does this, it should not be disturbed or changed until a better is prepared to take its place.

School Committee.—P. LE B. STICKNEY, B. V. STEVENSON, SAMUEL ALVORD.

HOLYOKE.

The question of using physical force in maintaining the discipline of the school, especially in the cities and larger towns, is one that has received during the past year more than usual attention; by some it

is deemed never expedient to resort to corporal punishment, while others maintain that in certain cases it is requisite in establishing the discipline and good order of the school. In the opinion of the committee, it is considered far preferable to secure the discipline of the school by the use of moral rather than physical force, and that in most instances, if pupils persist in disobedience under moral treatment, it is better to deprive them of the privileges of the school, which they are disposed to abuse to their own injury, as well as their fellow pupils, rather than to resort to physical force. Yet we must concede that cases may arise in which the use of physical force would result beneficially, to refractory pupils and to the whole school, rather than they should be expelled and turned out into the streets, to spend their time in idleness, or to enter upon the active duties of life with imperfect preparation.

Discipline.—The subject of school discipline has received much attention. In all the schools both the teachers and the scholars have been impressed with the fact that there must be perfect order, constant application to lessons, and a strict adherence to all the regulations of the schools—at the same time effort has been made to raise the standard of instruction, and to elevate the schools above the necessity of resorting to physical coercion to secure cheerful obedience. It is time that all despotic harshness should cease in our schools. That teacher has an immense advantage who can govern and control scholars by the law of kindness, the patience of love and the power of moral force. Most of the teachers possess such correct knowledge of true discipline that the tendency to disorder has been restrained, and punishment has been of rare occurrence.

Superintendent.—GEO. C. EWING.

PALMER.

In the town system, we should have the best unit of organization and concentration of interest. Now, our districts are little democracies, and in the worst sense of the term. We seem to be interested only in sections, and are constantly jealous lest some other section or district will be more highly favored than our own. Let the schools in town be made one, and the school-houses be considered only separate apartments, equally well furnished, having common claims upon all the inhabitants of the town; and thus, and only thus, do we become a unit of organization for educational purposes.

This system will simplify the machinery of school government. Now, you have a number of prudential committee-men equal to the whole number of districts, who are chosen by from three to ten votes,

according to "their terms," to act an almost irresponsible part. They are usually busy, practical men, who do not desire the honor, and do not want to be bothered with the annoyance. They contract with persons whom they cannot say shall be teachers, oftentimes their own personal friends, without regard to qualifications, and of which they are not to be the judges. This practice almost invariably makes a change of teachers at least once a year; a policy which, by all means, if possible, should be avoided. We believe that the matter of selecting teachers, and of fixing their wages, with the charge of school-houses and their equipment, should be intrusted to the school committee. The district system embarrasses and complicates the whole business of school management, and is an insurmountable obstacle to retaining even good teachers more than one year. And this has been thought by some of the best educators in the land, a sufficient reason for abolishing the system.

The town system is the best on the score of economy and justice. In three districts in town the largest average attendance of scholars is 30. It costs \$431.46 to maintain these three schools one year, an average of more than \$14 for each scholar; and to school all of them, a little more than one-seventh of all the money you raise for schools. But these thirty scholars are not one-thirty-sixth part of the number who attend school. At Thorndike, Three Rivers, Bondville and Palmer Depot we are not allowed over \$3 per scholar; in some of these small districts it costs from \$15 to \$19 per scholar. We ask the voters of the town and the tax-payers if this is just, in view of all the existing or contingent circumstances, pertaining to, or that may arise affecting these districts? Is it right, since every one of these scholars may be better accommodated, because they could have larger schools, and not too large, without the inconvenience of more than twenty minutes' extra walk; and by availing themselves of these better privileges, about \$450 are saved from the present assessment of the town to its school fund.

Finally, we say it is better for the scholars now in these small schools to be placed in larger ones. This should be done whenever it is possible. When the town system shall have been established, the same amount of money you now raise will be, for the present, at least, ample for school purposes. But refuse to abolish the old system, and \$500 will be required, in addition to your present school tax, to carry on the schools according to law.

School Committee.—WILLIAM HOLBROOK, E. M. HAYNES, GAMALIEL COLLINS.

SPRINGFIELD.

The High School—Its Relations to other Schools, etc.—The admirable order and harmony that mark the various arrangements of the schools, with their numerous gradations, from the Primary to the High School, each fitly occupying its appropriate sphere, exhibits the system in its most attractive and interesting form. And in view of it, the question may be pertinently asked, Why is it that the State thus liberally provides for and requires such a series of free schools in every town and city? Obviously to educate a population of intelligent, virtuous and industrious citizens. But why is the High School, it may be farther asked, (an institution that costs so much,) annexed to the system, when so small a number of pupils ever reach that school and go through its course of studies? Everywhere, it is a fact that must be conceded, but few of the pupils, comparatively, in the Public Schools, enjoy the direct advantages of the High School; in Boston, as reported, not more than one in sixty, and probably the proportion in the country is something like this, more or less. Though, by this showing, it appears that the High School in its direct effects extends to but few, yet in its unseen and silent influences, widely diffused as they are, its benefits are abundantly realized in the community of schools and pupils, with which it is surrounded and connected, and make it the crowning feature of the system.

For, in the first place, its influence upon the subordinate schools is exceedingly beneficial in holding up to them a bright example for imitation—in the order and harmony which govern its arrangements, and other qualities of excellence which give it the position and character of a model school.

2. Then again it develops and brings to light rare talent and genius, which otherwise, from poverty or other untoward circumstances, would have remained in obscurity unimproved; and puts the possessor in the way of cultivating his powers, and following the bias which prompts him to seek a more finished education.

3. Again, admission into the High School is an object of earnest and persevering endeavors among the pupils in the lower schools, and operates as a strong incentive to the faithful prosecution of their studies.

4. Under the instruction of the excellent teachers of the High School, in connection with all the facilities and means of education now possessed by the school, a pupil of respectable talents and industrious application, may become a scholar or business man of no mean qualifications.

In illustration of this, we can refer to numerous instances of grad-

uates of the High School residing in our own community, who are honorably and usefully engaged in professional, mechanical or other like employments; or ably and faithfully filling responsible positions in banking institutions and other offices and places of trust, either in public or private life; and to others, dispersed throughout the country, occupying important stations of various kinds, and well sustaining in their lives and deportment, the reputation of the school as its representatives; not forgetting also the female graduates, many of whom are rendering good service in the work of teaching or other occupations in our own city or elsewhere, or on missions of mercy and benevolence in this or foreign lands; or, in more retired positions, are adorning and blessing the circle of domestic life.

But there still remains the problem to be solved, in reference to the large number of pupils who never reach the High School, but leave the schools in many cases before they have advanced scarcely midway in the series—whether anything can be done for their better preparation for the active business and duties of life. Some never go so far as to learn anything beyond the simple rudiments of the ordinary branches taught in the Common Schools. This is notoriously the case with a large proportion of the children of foreign parentage, and also with not a few others, whose circumstances permit them to attend school but a comparatively short time. Some others, however, find their way into the Grammar School; and here, perhaps, something more may be done for them than has been heretofore, by appropriating a part of the time now given to the prolix details of grammar, and of the other common branches, to studies of a more practical character and better adapted to their peculiar circumstances and wants. The rules of practical arithmetic which are in constant use in business transactions, should be made familiar to them; also book-keeping, or at least the simple forms in keeping daily accounts, together with a good degree of skill in penmanship and common drawing; and to the more advanced pupils, instruction should be given, as far as practicable, in natural philosophy, chemistry, and other departments of natural science, so as to give them some insight into the principles and mysteries which underlie the common phenomena of the natural world, and are constantly developed in the various branches of mechanic art.

The deficiency referred to above may also be supplied (at considerable extra cost) by a separately organized school, specially designed for the pupils in question.

Reminiscences of the Past—Prospects of the Future.—During the period that has elapsed since Springfield became a city in 1852, our system of Public Schools has been in a transition state—advancing

from one important stage to another, and adopting improvements also, as occasional exigencies made it necessary. Prior to that year but few enterprises of magnitude had been undertaken and completed. Some years before, about the year 1828, a boys' High School was established and sustained about twelve years and was then abolished. But the most important achievement, before 1852, for the schools, was the organizing of the present High School in 1848, and the erection, about the same time, of the High School-house on Court Street for its occupancy. These nearly coincident events may well be regarded as forming a signal epoch in our school history.

After the year 1852, the first important measure was the abolition of the school district system in 1856—a measure that had been contemplated and urged by the school committee many years before it was finally adopted; and strange as it may seem, the resistance to it came from the smaller districts, which were really most interested in its success. For the moment it was accomplished the whole burden of building and repairing school-houses was transferred from the districts to the city, and, virtually, from the smaller to the larger districts, the taxable property of the city being mainly in the latter. The natural consequence has been, as everybody may see, a most remarkable and delightful transformation in the architecture of the school edifices throughout the city. The success of this measure was owing in no small degree to the energetic and persevering co-operation with the committee, of the late Mayor Phelps (then at the head of the city government,) in carrying it into full effect.

The next stage in the progress of school improvements, since 1852, is the recent enterprise not yet fully consummated, of building a series of school-houses on a larger scale, to meet the educational wants of the community consequent upon the rapid increase of the business and population since 1861, and for the purpose also of inaugurating a more efficient system in the government and supervision of the schools. This measure met with strong opposition at the outset, and it was only by a gradual change of public sentiment that it was finally accomplished—the good sense of the people, their sober second thoughts, triumphing over their own first and hastily formed opinions. The change wrought by this measure in its benefits to our schools is already largely seen and realized, and will become more manifest as the system initiated becomes more familiar to the daily experience of teachers and pupils.

Another measure (adopted since 1852) that is already appreciated, though of but recent origin, as of great utility, is the creation of the office of superintendent. Some years before, in 1846, the town voted, rather as an experiment than otherwise, to employ a superin-

tendent, and accordingly Mr. S. S. Greene, the eminent grammarian, author and teacher, was appointed for that year; but the arrangement was discontinued at the expiration of the year, it being deemed an unnecessary extra expense in the then existing state of the schools. In a few years after that time, as the schools multiplied, and the department became more complex in its operations, the school committees of different years, under a consciousness of their own necessarily imperfect supervision of the schools, repeatedly and earnestly recommended the adoption of the measure, on the ground that the greatness of the trust, and the arduousness of the labors, demanded the undivided time and attention of one man of acknowledged talents and qualifications for the position, to whom an adequate compensation should be paid. The appeals, renewed from time to time, were finally successful in the year 1865; and the ordinance then passed by the city council, creating the office, was speedily followed by the appointment of the present superintendent. The valuable services already rendered by him to the schools attest conclusively the expediency of the measure and the wisdom of the choice.

The institution of the Ungraded and Truant Schools is another important measure or arrangement which marks our recent school history. It is designed for two classes of delinquent pupils—the Ungraded School for the irregular in attendance, and the Truant School for truant children. The details of the arrangement in its practical application are explained in the new code of rules and regulations, and in the school reports of the last year.

Although the system has been in operation but a little more than a year, its good fruits are already abundant. Under its salutary application the motives of hope and fear are brought to bear on both classes of children; and with good instructions and kind treatment, promising indications are seen in many cases of genuine reform. But outside of the schools themselves, the system is exerting a most happy influence in promoting a more regular attendance in all the schools, and diminishing the class of vagrant and mischievous children in our streets.

From the gratifying experience of the past, and the hopeful aspect of the present, we have cheering assurances that the same enlightened policy which has prevailed during the last few years towards the schools, will still be sustained by the voice of the people, and the concurring response of their representatives, the city government, the next year and every succeeding year for all time to come. The material interests of the city, comprehending its public buildings, its streets, highways and bridges, sewers and drains, and other objects of the same kind, are rightly esteemed of very great importance by the

citizens, and deserve and receive a large share of consideration from the city government, accompanied with liberal pecuniary appropriations every year. But surely no department of a public nature can have a stronger claim upon the watchful care and fostering support of the government, than that which has in charge the educational training of the thousands of children and youth in our Common Schools. For let it be remembered, that these children and youth—boys and girls now—will very soon take the places of their fathers and mothers on the stage of life, and be the men and women of the coming age, whose influence will not only mould the character and institutions of the period in which they live, but will be felt, for weal or for woe, through countless generations that will come after them.

Chairman.—JOSIAH HOOKER.

WESTFIELD.

During the past year the progress made in the schools, in all the elements of a healthy prosperity, has been to your committee very satisfactory. The hopes we expressed in our last report have been more than realized. Some of our schools, in our opinion, are unsurpassed by any of equal grade within the range of our knowledge. The modes of instruction pursued, the quiet discipline prevailing, and its high moral tone, the thoroughness of instruction, and the progress made by the pupils in the school-room, are strangely and happily in contrast with anything in the past, and must be exceedingly gratifying to every well-wisher of the rising generation. Neither in our High School, with 129 pupils, nor in our Grammar Schools, with an aggregate of 117, has there been any necessity of inflicting corporal punishment, and no pupil has received the chastising blow; yet, for improvement in scholarship, in "good behavior," and those "virtues which are the ornament of human society, and the basis upon which a republican constitution is founded," the past year has not been surpassed by any in the history of our schools. The general confidence of our citizens, especially of those more immediately interested in the schools, is manifested not only by the absence of complaints to the committee during the year, but by the many commendations which we have received. The increasing interest taken in the schools by the friends and relatives of the pupils, also, has been to us a gratifying omen. This interest was shown in the crowds which filled not only our larger school-rooms, but some of the smaller in the outer districts as well, at the close of the winter term. Besides, another indication, which we should not overlook in this connection, is the fact that only six cases of difficulty (we write from memory,) have been reported to us as

occurring between teachers and pupils during the year: in other words, of suspension of the pupil for improper conduct towards his teacher; and all these cases, except one, we have reason to believe, resulted in good to the pupils and satisfaction to the parties interested; so that, with the above exception, the pupils were reinstated in the schools, and have since proved diligent and obedient scholars, without any resort to harsh measures. This fact we consider the more significant, when we bear in mind the absence of corporal punishment, because there was no necessity for it, in so many of the schools, especially among the larger pupils, and that the whole number in the schools during the summer term was 1,118, and during the winter, 1,150.

Teachers and Teaching.—Teachers are not required by the committee to teach in accordance with any prescribed method. They are employed to teach, and then they are expected to choose their own way of teaching. But whatever method is adopted, we require the teacher to labor for the following results:

Teach so as to excite ideas in the minds of the pupils. Teach the pupil to come into the possession of his ideas in such a way that the process will train him to think correctly. Require ideas to be stated by the use of the best forms of expression. Teach principles and rules in such a way that they will be understood, and give to the pupil much practice in applying rules to the solution of all questions which may arise under them. As young pupils gain all their knowledge through their senses, bring the objects of their study before them.

As reading is impossible, without the ideas expressed by the words are understood, teach by object lessons the meaning of the words in connection with the words themselves. Train the pupil to enunciate and pronounce distinctly and correctly; to read naturally, and not mechanically, as is always the case when the sense is neither understood nor expressed.

Teach the first lessons in arithmetic by the use of objects, with which to perform the first operations in numbers. Let the pupils construct their own tables of addition, subtraction, multiplication and division, by counting the pebbles they have collected on their way to school, or have been supplied by the teacher. Geography is a description of the earth, and not a description of dots and lines printed upon a map; therefore, geography must be taught by leading the student to study the earth. Maps and globes are to be used as illustrations of the objects of study. The pupil must be taught to construct the maps for himself, and on them to locate the relations of countries, towns, rivers and mountains, and then by imagination to transfer these relations to the earth itself, and in this way to study the earth, and not

merely a map. Grammar is to be taught, not by simply committing to memory rules that pupils never learn to apply, but by an actual practice in constructing the English language. Physiology and anatomy are to be taught by really bringing the objects of study before the eyes of the pupils. They can see what their words describe, and then their knowledge is complete. A knowledge of natural objects is gained in the same way. A flower will be brought into the school-room. The teacher will hold it up before her little class, and point to all its parts, naming them as she points. She will then call attention to the forms, color and uses of these parts, giving to her pupils correct and real elementary knowledge of plants. The same way will be taken in teaching minerals and animals.

Object lessons will be given on color, form, size, etc., to train the young to observe, and to have the knowledge they will wish to use in the advanced studies. Gymnastics will be practised in order to furnish a relief for the weariness that a fixed position brings on, and to excite into a healthful circulation the blood, that is to be kept in motion by activity, and to give grace and beauty to the form, and to break up the monotony that exists where no change is found.

Singing will be taught as a direct means of vocal culture. For its aid is called in by the best teachers in reading, as it gives clearness and smoothness and harmony to the voice, and trains the ear to detect the difference in sounds, and gives to the pupil the power of imitating the teacher as he gives models of correct reading. There is no charm in the school-room equal to the sweet singing of children. By it, teachers' tired nerves are rested, and the pupils are refined, and led to a more complete and ready obedience.

This way of teaching trains the pupils to observe; it gives to them a command of language truly wonderful; it gives to them an interest in study. It is the best, the only preparatory course for the advanced course of study; it gives to them real ideas of what they attempt to learn; it makes the school-room a happy place for them; it trains the powers of the mind to acquire knowledge, by teaching the way knowledge is to be gained. The effect of such teaching is marvellous. In such schools, so great is the interest in study, that punishment for disobedience is almost unknown, and the moral nature, as well as the mental, seems to receive a correct culture.

The School of Observation.—The experience of another year strengthens our conviction that the relation which this school sustains to the Normal is beneficial to both parties, and ought to be maintained. The influence which it exerts upon our other schools, in creating and stimulating a healthy rivalry, is, in our opinion, potent and felicitous, and should not be overlooked in estimating its value. Perhaps no

single school has contributed more to the high reputation the town enjoys for the quality of its schools than this. It has been visited during the past year by many persons of distinction from different parts of the Commonwealth, from the States of New Hampshire, Connecticut, New York, Pennsylvania, and others in the West—persons of influence and position, of high moral worth and intelligence, many of whom have given the subject of education careful study and earnest thought. These have returned to their homes and spoken freely in high eulogy of the school. Some school committees have referred to it in their annual reports as a model for their own teachers, and urge upon them to visit it. The city of Springfield, which does not intend to be behind any city or town in this or any other State in popular education, has, by the rules of its committee, “recommended that the teachers” of that city, “as they have opportunity, visit the State Normal School at Westfield, where they can see the practical operation of the Normal system, as specially illustrated in the School of Observation connected with the institution, and may, from carefully observing the various exercises of the institution, obtain hints and suggestions that will be of much value in teaching and managing their own schools.”

Teachers' Institute.—At the beginning of the year we established a Teachers' Institute, which met once in three weeks during each term, at which questions relating to the teachers' work were discussed. The teachers of the Normal School have kindly co-operated with the teachers and school committee in sustaining these meetings, in giving lectures and participating in the discussions. We consider the Institute of great value, especially to the young and inexperienced teachers. It is expected that every teacher in our schools will attend.

School Committee—THOS. KNEIL, J. JENNINGS, J. H. WATERMAN, J. HORTON, M. M. LLOYD, H. HOPKINS.

FRANKLIN COUNTY.

BERNARDSTON.

The teacher's work is something more than to govern the school and to hear the routine of recitations. The true teacher is the soul of the school, sending the life of his own character into the heart of each pupil, waking up every mind, kindling thoughts, bringing out slumbering ideas, arousing the interest of the pupil, producing high resolves,

and securing earnest effort. The teacher must have more knowledge than he finds in books. He must be better acquainted with the principles of knowledge than with the pages of his text-book. And if, by familiar illustration, he can teach the pupil to reason as well as to remember,—to think independently of books,—if he can produce in the scholar an ability to apply the knowledge he gains to the practical business matters of life, he will show qualifications for his office, that are none too common.

Something more than knowledge is needful. Knowledge of the principles to be taught, knowledge of human nature, knowledge of laws of the mind to be educated, this is essential, but not all that is essential. Skill in reading character and in applying the right motive to the peculiar disposition of the child, aptness to teach, good common sense, a love for the work, good manners, a kind heart, blended with firmness, gentleness and patience combined with energy and force of character, these are as essential as knowledge. We do not look for perfection. But those who regard teaching as a matter of secondary importance, and are unwilling to take all reasonable pains to fit themselves for the work, must not think it strange if their claims to preside in the school-room are rejected by the people. We intend that those only shall be encouraged and sustained, who can bring to the work the ability and spirit essential to the highest success. We hope no district will employ a second-class teacher, if one of the first can reasonably be obtained.

School Committee.—S. N. BROOKS, B. S. BURROWS, T. A. MERRILL.

DEERFIELD.

Selection of Teachers.—There can be no idea more disastrous to the cause of education, than that our Primary Schools do not demand as proficient and experienced teachers as schools of a higher grade. Upon the careful training of the twig depends the beauty and symmetry of the future tree. If neglected, the tree grows up gnarled and deformed, and can never be straightened. As in material things, this is no less the law in our mental and moral natures. The control of the wonderful mechanism of the mind, especially in its formative stage, should be given into no other than the most skilful hands. Too much pains cannot be taken in the selection of teachers for all our schools;—and although there have been no cases of complete failure among the teachers employed the last year, yet the great necessity of just the right selection has not, we think, at all times received that attention from those having in charge the interests of our schools which its importance demands. Unless the proper pilot is placed at the helm,

the bark will drift widely from its course, and even before we apprehend danger the peril is inevitable.

Under the present district system, the prudential committee has the most important duty to perform connected with the expenditure of the public money devoted to the interests of education. The question is still an open one—whether this system should be discontinued. On the other hand there are those who believe it to be one of the greatest obstacles in the way of perfecting our Common Schools—while others claim that giving the entire control into the hands of a general committee would be a too great centralization of power. Your committee do not propose to decide the question, nor are they ambitious that the selection of teachers should be added to their present duties; but they do desire to impress upon the minds of their fellow-citizens the great importance of the utmost care being used in the selection of prudential committees. In most of our districts but little interest is taken in school meetings. Important business is transacted, and prudential committees chosen by a very small per cent. of the district. This is all wrong. Every voter should feel that the success of his school depends upon the result of this meeting—a success, if the committee chosen be a man of good judgment, and qualified to select wisely a teacher for his school; a failure, should he be the choice of a clique who have selfish ends to gratify, some friend to be employed, even though she may have no adequate comprehension of a teacher's work, and who enters upon it merely as a convenient temporary employment.

After a prudential committee is once chosen, and found to be the right man in the right place, there can be nothing gained, but much to lose, in annually choosing another in his place. Facts have occurred this year, which abundantly prove that our best schools are those which are the longest under the jurisdiction of one teacher. There is no necessity of any more evidence on this point. It is sufficiently clear, also, that under the present system, if we would retain our best teachers, the office of prudential committee must not continue subject to an annual rotation.

Physical Education.—That the children in our Primary Schools be naturally educated, that their minds be not cultivated at the expense of health, there should be allowed a short interval between lessons for physical relaxation. Your committee consider the want of a proper equilibrium between the mind and body, an utter absence of all attempt to cultivate physical health and development, as a great defect in our schools.

An unpractised eye even, can easily read in the countenances of the little folks, when the books should be thrown aside, and some form of physical exercise take their place. Variety should be the rule in the

school-room. No mind can dwell long, with comfort, upon any one subject of thought, and the health of both teacher and scholar demands such a division of tasks as can combine in wise succession the active and passive states of the mind.

Another important point in the administration of our schools, is the presence of good air—keeping up at the same time a proper degree of temperature in the school-room. The health and mental development of children are fearfully dependent on the atmosphere they must breathe during the many hours of each day they are confined in the school-room. We can but believe that in many instances of restless and insubordinate schools, attributed to inefficient teachers, the district should honestly bear the blame, in that they had not provided more adequate ventilation. To expect an active, clear intellect against all the disadvantages of some of our school-rooms, is expecting too much.

School Committee.—J. M. EATON, R. CRAWFORD, G. H. HOSMER.

GREENFIELD.

Health.—It is a very serious question if we are not, as a community, losing more than we gain by the forcing process that is carried on in all our schools, as regards the girls. The boys do not suffer by it. Though they may be sent to school as long as the girls, (practically they are not,) they get a great deal more out-of-door exercise than the girls. They do chores and errands, they walk to and from school, they have a game of snow-balling at recess, and a turn at skating or coasting in the evening. In these remarks we have reference chiefly to the girls. Look at the facts: the girls in this town are sent to school from the age of six to sixteen years, for thirty or forty weeks a year. They sit five or six hours each day in a close room, heated by an air-tight stove. There is not a school-room in this town that has any proper method of ventilation, such as was furnished by the wide, open fire-places that used to belong to every school-room. Many of the girls ride to and from school, and remain in the school-room through the recess. For five or six hours they sit bent over a desk, in a posture that prevents a healthy action of the lungs. They apply themselves to mental labor, which often excites to a high degree the nervous sensibility. The girls in our schools, as a general rule, study hard. They are interested in their studies, and are eager to excel in them. When the school is over for the day their mental labor and confinement are not over. In another close room, heated by another air-tight stove, they take a music lesson, or practise an hour or two on a piano, or sit down for an hour or two of hard work over the Algebra or Latin Grammar in preparation for the morrow's lesson, or they throw aside

the fatiguing text-book for the latest novel or the exciting story in the last magazine or newspaper. Thus six or eight or even ten hours of the day are past bent over a book or piano, and with a good deal of mental strain and excitement. The ultimate results are often fatal to health and usefulness, and even to life itself. Go into one of our school-rooms, and the number of pale faces, of narrow chests and round shoulders that you see, tell of over-application, and of the sowing of the seeds of a multitude of diseases which the after-life must ripen. The thin, weak voices you hear at recitation, tell you of a lack of physical vigor from which you can anticipate sad results. The girls in our schools need rather to be restrained than to be urged on in their studies. But the teacher, eager that her school should make a good appearance, urges on the girls because it is upon them she must depend very largely to give her school a good reputation.

What is the remedy for the evils we have indicated? For a remedy there must be, or we shall verify the theory which Dr. Allen quotes from some late French writer, that "as you perfect a people the race runs out." Let us continue the forcing process that now prevails, with the other deteriorating influences of food and dress, and though we may have learned and accomplished women, the race will die out. Shall we lower the standard of female acquirement? It may not be necessary, though it is not easy to find a good reason why a knowledge of Latin should stand higher than a practical knowledge of housekeeping in the education of American women. The remedy is chiefly in the hands of parents, and the cure for the evils of which we have spoken must be largely applied at home. But the school system should be so modified as not to endanger the life and health of pupils, while it seeks to store the mind with useful knowledge. As looking to this result we offer these practical suggestions: No girl should be allowed to study out of school if she remains the full number of hours in school. No girl, under any circumstances, should be allowed to take over three studies at a time. Great care should be taken to secure good and wholesome air in the school-room—a very difficult thing to do. The teacher should see that the pupils sit in a proper, healthful position, and that with suitable clothing, they go into the open air at recess, and exercise their arms, their chests, and voices. A few hours spent every day at home by the girls in learning all the mysteries of good housekeeping, would conduce to their health and vigor, would fit them for the labors of the school-room, and do more for their future happiness and independence than all their Latin and Algebra without this knowledge.

Orders for Money.—For the future the committee will live up to the letter of the law and give orders for money not to the prudential

committee as heretofore, but to the teachers and others who may have demands upon the town for school money, and to the teachers only when the registers accurately kept and completed are returned to the committee.

School Committee.—JOHN F. MOORS, JOSEPH P. FELTON, CHESTER C. CONANT.

HAWLEY.

One great evil is the frequent change of teachers. Of the fifteen teachers employed in town the past year, only three of them taught two terms. For excellence in anything there must be stability. Eight of these teachers belonged out of town. Now we think Hawley can and should furnish its own teachers.

Another evil is the large number of schools to the population. The most of them are, and must be, small. Consequently, in the present state of things, there is an unequal distribution of school money. The town raises sufficient to afford every child a good education were it properly expended. But so long as people prefer a small and short school at their door to a larger, longer and better one at a distance, the standard of education must be low. The number of schools in town might be greatly reduced, and yet schools be within practicable distance of all.

School Committee.—ROBERT SAMUEL, R. D. MILLER.

MONTAGUE.

Committees are fallible as well as teachers. They do not always understand all the requisites of a good school, or appreciate as fully as they might the difficulties of the teacher's position. They are liable to err in the presentation of criticisms upon the teachers and schools under their care, misjudging and censuring, where, if the whole truth were known, their opinions would be entirely reversed. In this way, very often, an irreparable injury is inflicted, and the hopes of some struggling life most cruelly blighted. If we err at all, far better err on the side of silence, for none are wronged where no comparisons are made and no criticisms indulged.

The past year has been one of general success and prosperity to our schools, and we regard this as the result, more or less direct, of the action of the town at our last annual meeting in respect to hiring teachers.

We have, so far as practicable, retained in the several schools those teachers who had in former years exhibited tact, talent and ability in teaching; believing that our schools had in former years

suffered greatly from a too frequent change of teachers. The teacher who goes into a strange school for the first time, has many preliminaries to learn. She has to become familiar with the names of her pupils, to make herself acquainted with their attainments, before she can arrange them in classes; and what is often more difficult, she has to learn the disposition and temper of each, and establish her authority as mistress. She has to overcome the distrust, and gain the confidence of the timid, while the mischievous and unruly must test her power to govern, before they are sure they may not indulge a little their wayward proclivities. In this way a part of each successive term is little less than wasted in the reconstruction of the school, which, after all, is too often based on something like a compromise between the half-controlled scholars and the doubtfully established authority of the teacher.

This is all avoided when the tried and successful teacher returns to her school for another term. She meets the familiar, smiling faces of her former pupils, who greet her with a pleasant welcome, and then quietly take their places in the school-room, unconsciously yielding to an authority, which, though it may be absolute, has been so wisely used as scarcely to be felt. An hour or two passes, and teacher and scholars assume their proper positions, the lessons are resumed, and the vacation has proved not a harsh interruption, but a pleasant recreation from study.

The proper government of our schools is intimately connected with their present prosperity, and the future well-being of society. The will of the teacher, enforced by discretion and kindness as well as authority, must have the ascendant, or nothing will be done to advantage, and the school itself will be worse than useless. The spirit of disobedience to wholesome rule, allowed in the school-room, will prepare children to become rebels against the laws of the State, and pests in the community. Children should early be taught the lesson of obedience—the cheerful submission of their wills to the will of those who are their superiors in wisdom and authority. The method of securing proper discipline is as far removed from harshness as from over-indulgence. It is of the utmost importance that the teacher, while maintaining her authority, should feel, and convince the pupils that she feels, an earnest interest in their welfare and success. She should maintain dignity and self-control, and treating them with uniform courtesy and kindness, avoid expressions of ill-humor and fretfulness, as that which tends directly to repel and alienate their minds from her and their studies. The true teacher governs rather by force of mind and character than by physical effort. Some few scholars, it is true, may not be controlled by any array of mental and moral influ-

ences, and require the infliction of a prompt and adequate bodily chastisement.

The child that cannot be persuaded to do its duty through the gentle solicitations of affection, should be made to by the stern application of the rod. No safe substitute for it, in certain cases, has been discovered since the days of Solomon. This rod, however, is to be administered without the least vindictiveness, as a painful duty—rather “in sorrow than in anger”—as essential to the benefit of the offender, and the prevention of the direful effects upon the school of unrepressed misrule. One of the best lessons which the young can learn is the lesson of obedience and submission to law, a lesson which, above all others, the generation now coming forward into life should learn.

We wish to say a word upon the subject of school architecture. We care not so much for the exterior of our school buildings, as for the arrangement and adaptation of the interior for convenience, comfort, health and pleasantness. It is easy to see that a school kept in a room not easy of access, not large enough, not convenient for the recitations of the classes, nor for the care of clothing, &c., hard to keep clean, low between joints, dark and gloomy, would be a school laboring under difficulties. Whatever is gained in such a room is indeed gained; but how much every scholar fails to gain! The requisites of a good school-room are, sufficient size, sufficient ante-rooms, good height, plenty of light, arrangement for perfect ventilation without discomfort or danger to the scholar, enough warmth, comfortable seats, and a generally pleasant and cheerful aspect. Let each room be properly supplied with maps, charts, mottoes, &c. Make it attractive and inviting to the scholar, and take away everything which shall act as a hindrance and obstacle, and we will guarantee that there will not be so many backward scholars and truants as now. Of the above requisites of a good school-room, ventilation is one important enough to constitute a separate topic of remark in every school report. Pure air is of absolute necessity to health and clear-headedness in the school-room. Every intelligent person knows that we consume the oxygen of the air of every breath we draw, and breathe out nitrogen, which is simply neutral as to any power of sustaining life, and carbonic acid, which inhaled again is deadly poison. Every school-room needs, then, some arrangement by which the atmosphere shall be renewed as fast as breathed. There should be ventilators so arranged as to constantly carry off the bad air and supply fresh. And teachers should know how to employ them, and keep them open in all ordinary weather.

School Committee.—E. A. DEANE, R. N. OAKMAN, EDWARD NORTON.

WHATELY.

Under our present system the several prudential committees, chosen by the voters in the several school districts, not in any way responsible to the town for their acts, hire for teachers in your schools whoever they will, and for such time as suits them, seldom if ever consulting your committee upon the subject, and only recognizing their authority by bringing the candidate before us for our approval, which they expect to get as a matter of course. Because, as is frequently the case, the candidate has passed an examination and been allowed to teach in some other town, in some small school, where only a knowledge of the merest elementary branches is required, to teach the half dozen children that attend upon such schools. As an illustration of this, allow us to say that in one instance a candidate was brought before your committee for approval, who admitted that she had never studied any other but a primary geography, and yet she had a certificate from the school committee of the town where she resided, and had actually taught one or more terms there. The question that is really important in the case is, has she been a successful teacher, and is she competent to teach and control such a school as we wish her to go into? These should be the important considerations. But once in the school she may treat your committee with formal respect, yet she feels under no particular obligations to them, and if she can but keep herself in the good graces of the man who holds the purse strings, she has nothing to fear. And as that individual seldom, or too seldom, visits the school-room to see what she is doing, she glides along through the term, draws the money for which alas! she too often shows to be the only incentive or object for which she labors, really responsible to no one. The school barely passable. The money of the town spent—sometimes more than that thrown away. The school not a whit in advance of what it was at the commencement of the term. The time, the precious time of the children wasted, and its opportunities lost.

School Committee.—SAMUEL C. WOOD, JAMES M. CRAFTS.

BERKSHIRE COUNTY.

ADAMS.

A large majority of the teachers engaged at the commencement of the year were such as had the benefit of experience; many of them

having taught in this town and some of them in the same schools for several years. The committee have aimed to avoid the evil consequent upon a frequent change of teachers, and whenever the interests of the school did not require a change of this character to be made, endeavored to retain the former incumbent. They were thus enabled to secure the services of a corps of faithful, tried and efficient instructors. At South Adams, several new teachers, graduates of the Normal School, were employed, and the character and proficiency of the schools under their administration amply vindicate the value of the Normal course as a means of preparing teachers for their vocation. The art of teaching, like all other arts, has its foundation in science, a knowledge of which more or less accurate and complete, is essential to the highest success. To communicate the principles of this science is one of the functions of the Normal School. The advantages to be derived from a course of special training and preparation for other employments are well understood. There is nothing in the mission of the teacher that makes his or her vocation an exception to the rule. On the contrary, if there is any vocation, for the exercise of which, a course of special preparation and training seems to be most needed and might with propriety be rigidly insisted on, the vocation is that of the teacher. To no other class of persons are more important trusts committed than to the instructors of the young. Their influence is second only to that of the parents. While such a course can do nothing to supply the natural qualities, either of mind or heart, which so largely constitute an element of success, it can, nevertheless, render invaluable service to all who choose to avail themselves of it, in opening the way, in establishing correct ideas and methods at the outset, in disciplining the mind, and familiarizing it with the theory and practice peculiar to the work.

The policy of employing cheap (and consequently poor) teachers in the Public Schools, is, of all things the most ruinous. There is no place where cheap services are more likely not merely to do no good, but to be a source of positive injury than in the school-room. We have endeavored to employ such persons and such only as instructors as we felt assured were qualified both in mind and in heart for the vocation. To such we have felt in duty bound to pay as honest and just equivalent for the services rendered as the sums appropriated would allow. A good teacher knows the value of her services as well as a good mechanic knows the value of his. It is as easy to engage the latter to work at half price as the former; the injustice of so doing, is in either case the same.

One of the qualities that should characterize a teacher, and one which we have reason to believe is sometimes almost entirely wanting,

is a laudable ambition to excel in the profession. This is a powerful incentive to improvement. It is a passport to influence, position and fame. Aimlessness is as fatal to progress in teaching as to progress in any other employment. The want of a rational desire on the part of a teacher to achieve excellence, is the key to the unvarying monotony that term after term prevails in some of our schools. The motto of the teacher, like that of the Alpine youth, should be "Excelsior." It should be the constant study and aim to make each term an improvement on the preceding; to acquire new and better methods of instruction, government and discipline, and to lighten the daily tasks by throwing around them the charms of new attractions. Teachers' meetings held at intervals of two or three weeks, would undoubtedly be of great service in this direction. Beside awakening a new and a deeper interest in the general subject, they would afford an opportunity for a free interchange of opinions in regard to those methods of instruction and discipline, found by the experience of each to be productive of the best results.

The committee regard the grading of the schools as a work of the first importance and eminently calculated to enhance their usefulness. The principle involved in the Graded School in distinction from the Mixed School, is the simple one of a division of labor, the adoption of which in mechanical pursuits, has contributed so greatly to develop skill and multiply the productiveness of human industry. It is a principle of classification. Pupils, similar in age and attainments are brought into the same group, and made the subjects of the undivided attention and efforts of the teacher. The advantages of such a system are great. Opportunity is given for the selection of teachers especially adapted to the training of each grade of scholars. The instruction given to a single pupil is suitable for all in the same grade. Time is acquired for a more patient, thorough and systematic drilling, than it is possible to obtain amid the distractions of a promiscuous school. The declarations of experience are uniform, that Graded Schools are an economy, both of time and money, and that the instruction communicated through them, is greater in amount, and of a better quality than that imparted under the old system.

For the Committee.—J. ROCKWELL.

ALFORD.

We would have the method of teaching geography reformed. It should be a study "of the earth earthy;" and yet it is so taught that the classes seem to forget it has anything to do with the world we live on. It is almost as much separated in their minds from

real existences as mathematics are. They study a text-book, not the earth. It seems to us that history and geography should be pursued together. Take for example, France. Let a class in going over what is said of France in some of the outline or general histories which are so numerous, have also a good geography with maps, and learn from it all they can about the country, its latitude, longitude, size, climate, rivers, mountains, cities, its relative situation to other nations; at once the subject has a fresh interest; it becomes real; curiosity is aroused; the history helps the geography and the geography helps the history, and both will be longer remembered. They will be attractive, and the pupils instead of passing over them with heedless indifference will be attentive and inquiring.

English grammar is too much neglected in our schools; nor in our judgment is it rightly taught. The scholar's time and strength is spent too exclusively on the text-book. But the object of grammar, as we understand it, is to give us mastery of the laws and structure of our mother tongue, to let us into a knowledge of the wealth, power, beauty, and uses of our great English speech. Hence it ought to be studied in connection with rhetoric. Our plan would be this: Select two brief elementary treatises on grammar and rhetoric and let the class be made familiar with them. This being done, let the class be at once put and kept upon the careful study and analysis of passages from our best writers in prose and verse, in which the rules and principles both of the grammar and rhetoric should be continually referred to, illustrated and applied. In this way we think both studies would have vitality, would grow, as it were, in the mind, and the scholars would wake up to the charm and glory of our literature, with its treasures of wisdom and eloquence, and would get a passion for reading that would enrich and bless their after-life. If the children of the people could carry from the Common Schools a love of reading, with just and sound principles of judgment as to the character and worth of books, it would be of far more value to them than all the knowledge they actually acquire there. It is a safeguard and comfort; it increases the joy and lessens the hazards of life. Through it every poor boy in the State may lay hold of a wealth above the jewels of kings. Therefore let our English language and literature, its grammar, its rhetoric, the origin, history, meaning and use of its words, be fully, patiently and constantly taught in our Common Schools.

School Committee.—HENRY TICKNOR, HENRY PEASE, LESTER T. OSBORNE.

BECKET.

We wish to impress upon all the importance of connecting industrious habits with the education of the young; that to make useful

citizens children must learn to be useful. "What shall we teach our children?" "Teach them while young what we wish them to practice when older." Idleness is the parent of vice. Idleness in children increases the need for poor-houses, houses of correction, State reform schools, jails and prisons. Habits of industry in early life encourage good morals, thrifty hours, kind hearts, and generous actions. Persevering industry is the great highway to thrift, with individuals and with communities, as well as with nations; and industry is successful in proportion as it is educated. That education which makes children above work is at fault. Education, when obtained, is useful to communities in proportion as it is carried into the active and practical duties of life; and the education imparted by our Public Schools is not only designed to increase the effectiveness of manual labor, but to enlarge the standard of human excellence; to increase our ability to practise and advocate all that is good in manners and morals.

School Committee.—C. O. PERKINS, A. W. CROSS, J. HARTWELL.

CHESHIRE.

To see that a more liberal and judicious expenditure of money is necessary, we need only refer to the fact that numerous so-called select schools have sprung up throughout our village and town; and these, supported by individual interest and enterprise, very naturally detract from the enthusiasm that should be felt and manifested in favor of the free school. The most valuable influence in the town is thus withdrawn from the general good, or at least diverted from the channel in which it should flow. A feeling of "caste," much unlike the true spirit of philanthropy that should underlie and permeate all the institutions of a republic, is thus created and fostered, and money, that if collected into one whole and expended for the whole good is thrown away in small parcels, and in most cases to produce only imaginary results.

Your committee are well aware that the burden of taxation is already heavy and grievous to be borne, but can we not withdraw a portion of our support from other projects less urgently and immediately necessary? Are there not individual expenditures that we may retrench, luxuries that we may forego, and expensive habits that we may conquer, in behalf of so great a result as the proper education of our children?

How seldom we hear a murmur against the expense incurred by the use of tobacco; and yet, for this one article alone, more money is expended in this town, as in many others, than would be sufficient to give every child between the ages of five and fifteen years abundant opportunity of improvement.

Good teachers demand good wages, and if we are unable for the want of funds to employ such as are thoroughly fitted for the work, we must accept the services of third, fourth or fifth-rate teachers, and of course submit to the evils we deplore as the consequence of careless, improper and inefficient teaching.

The supply must ever equal the demand; and so long as we are able to offer wages only equal to or slightly in advance of that paid for the merest and commonest manual labor, just so long must poor teachers abound and preside in our schools.

School Committee.—H. N. JENKS, ELISHA PRINCE, J. N. RICHMOND.

GREAT BARRINGTON.

Text-books are good, but text teachers are better. Judging from their acts, we are lead to believe that many teachers suppose the scriptural injunction against adding to the books, applies as strongly to geography and arithmetic, as to Holy Writ. We recommend that oral teaching be encouraged, and that preference be given in the selection of teachers, to those whose talents qualify them for giving instruction in this way.

Young ladies whose knowledge of the art of teaching consists solely of what they have learned while serving as pupils in a district school, are usually about as well qualified for practical teachers, as they would be for practical housekeepers, when their entire acquaintance with the business was such as they might have attained from eating at their mother's table, and from a single perusal of Miss Beecher's Cook Book.

An ignorant teacher may be educated, a careless one may be reformed, but for a lazy teacher there is no hope. We recommend that such teachers be employed in schools where the pupils are few in number, young in years, small in size, and very feeble in intellect.

We have been accustomed to advise young teachers to visit the schools of those older and more experienced than themselves. In a few instances this advice has been followed, but more frequently we have been met by the objection that they could not afford to lose the time that would be required to make such visits. To meet this objection we recommend that hereafter all our teachers be allowed and required to devote at least three days of every term to visiting such schools of the town as they may choose to call upon, and they receive wages for the time thus consumed, the same as if their schools were actually in session. We believe that such visits would be of profit alike to the visitor and the visited, the teachers and the scholars; and that a desirable uniformity in the method of teaching, and a generous

spirit of emulation among both the teachers and pupils would inevitably result therefrom.

The people of Housatonic determined that their children should "rise above the level of the Hottentots," and divided their school at the opening of the last summer term. They had no conveniences to meet this division, but where there is a will there is a way, and the dingy walls of the old chair factory were made brilliant in the light of a first-rate school, composed of the older pupils of the district. In the mean time the younger pupils were taught by a most faithful teacher in the old school-room, and presented in their appearance a marked contrast with the over-crowded rabble that had huddled there during the previous year. At the opening of the winter term, the new school building was ready to receive the pupils who were all eager to enter it. That building, large and commodious, is a credit to the people of Housatonic, and the schools that have been taught therein during the past winter, have been in all respects worthy of it. Early in the winter, we were informed by Mr. White, Secretary of the State Board of Education, that the town of Great Barrington was not entitled to receive the benefit of the State School Fund, because we maintained no High School. Upon visiting the school-room of Mr. French, at Housatonic, shortly after, we thought that if our worthy Secretary were but there present with us he would reverse his decision, and confess that there was in Great Barrington at least one High School. If dividing and grading the scholars, and erecting a new school building in a single district, has produced in one year so marked a change for the better, what glorious results might we not expect from grading and reorganizing the schools of the whole town! If any citizen of Great Barrington is still disposed to cast a vote against the abolition of the district system, we trust he will, before casting that vote, take counsel of some inhabitant of Housatonic.

For the Committee.—HERBERT C. JOYNER.

HANCOCK.

The duties of the teacher are rather hinted than measured by compensation received. That they are important all acknowledge; that they are manifold any one who has taught can testify. To be a perfect teacher requires an education accurate in minute details, a fund of patience inexhaustible under the severest trials, an enthusiasm for the work at once self-impelling and contagious, a cheerfulness all but omnipresent, and a deep-seated moral principle, not to say piety, that conscientiously performs duty, unswerved by petty bickerings or vulgar gossip, and undisturbed by the caustic uncharitableness of irre-

sponsible criticism. Of course, these qualifications are rarely combined in one person, yet when this "pearl of great price" is found, we are justified in obtaining it at any cost.

However teachers differ in attainments, their methods of instruction are two. By one, scholars are required to remember; by the other, they are led to think. There are, of course, all degrees of efficiency in accomplishing the design of each method, yet between the methods the difference is fundamental. It is the difference between the etymological significations of the words instruction and education; between building up by additions upon the surface, and leading out, developing, what is within.

What a scholar receives from book or teacher he may believe; what he is led to see himself he must know. By one method the mind of the pupil is treated as senseless stone, which is to be built up by the aid of architect's rule and mason's plumb into some hard-featured edifice, whose single grace is the strictness of its straight lines, and whose only symmetry consists in an equality of acute angles; by the other, it is allowed to be a germ, endowed with vegetative life which, by the legitimate stimulants of soil and air, will grow into a beautiful tree, whose symmetry and perfection are nature's own.

There are parents who, in the proper exercise of their right to criticise the work of the teacher, strenuously maintain that scholars may best be induced to perform their duties by a discreet combination of encouragement and advice; such would be guilty of no inconsistency in adopting a like system toward teachers; and perhaps it would have other advantages over the old-fashioned custom of systematic verbal ear-stinging and back-flaying. Parents cannot competently judge with regard to the efficiency of teacher or proficiency of scholar before becoming familiar with the school-room. Without knowing their peculiar trials, the intelligent aid due to each cannot be rendered. We never admire the consistency nor pity the misfortune of those who feel too little interest in the education of their children to visit their scene of labor, and yet grumble because they are neglected.

School Committee.—A. P. VIETS, H. A. GUILD, O. G. ELDRIDGE.

HINSDALE.

In the first place, then, we should secure good teachers, and then we should keep them. As this report shows, no school in town, except the High School, has been taught by the same teacher for two consecutive terms during the year. This frequent change of teachers is an evil which is not in the power of the committee to remedy, and one we have every reason to fear will continue until the abolition of

the district system, or the hiring of teachers is placed in the hands of the town committee. A constant change of teachers is a serious detriment, and a great hindrance to the prosperity of a school. With a change of teachers the methods of instruction and discipline are also changed, and no fixed habits of thought, study and discipline are acquired by the pupils. A teacher going into a school for the first time has many preliminaries to learn. He has to make himself acquainted with the attainments and capabilities of his scholars before he can arrange them into classes. What is often more difficult, he has to learn the disposition and temper of each, and establish his authority as master. In this way weeks must be nearly wasted in forming that acquaintance with the school which is essential to its proper organization and classification. Much time is thus annually wasted, whereas a teacher familiar with the character and attainments of the school, would be able to adapt promptly instructions to the peculiar wants of each individual mind. We say again, that in the minds of your committee, the town committee should have the hiring of the teachers. The following quotation, we think, puts the matter in its true light: "The prudential committee is chosen because he has never held the office before; consequently it is his turn now; he is a kind neighbor and a good citizen, and last, but not least, he will hire a cheap teacher, and have a long school. It may be he has not visited a school in twenty years, and the fact that he may be succeeded at the end of a year by another, lessens the interest he would otherwise take, were he to hold the office for a longer term. If he should become better posted during the year by observation and reading, reflection and experience, it would be too late for the first year, and of no value for the second, because he must let his neighbor have his turn, in honor, and the privilege of hiring a friend.

"What can the examining committee do? The candidate has been hired, and secured her boarding-place, notice has been given that the school will begin that morning, and the prudential committee brings the young lady before your committee, to be examined and approved. She is not well qualified to teach, but in a social point of view is a worthy young lady, and ought not to be disgraced. The prudential committee thinks he has done well, and he might not do any better if another was engaged. What shall we do? Give her a certificate of course. A man with his hands and feet tied, your committee have found, is very much at the mercy of circumstances."

School Committee.—T. C. LAWTON, H. A. DEMING, J. HOSMER.

LANESBOROUGH.

The antagonism of the district system to the best interests of the schools of the town, has been perceived and allowed by the more advanced portions of the State, and the legislature have decided to withhold \$75 from every city and town which, after 1869, shall retain the district system. We have two districts in this town which will serve well to illustrate the injustice of this system. The Silver Street District has 12 scholars. The Berkshire District has 103, yet in the division of the funds devoted to schools, 1-14 of the whole fund is first given to each district, and one-half the fund is then divided according to the number of scholars. Of the first half of the whole sum raised, each scholar in Silver Street receives \$5, and each scholar in Berkshire, 58 cents. In the remaining half, each scholar has an equal share. Yet notwithstanding the large proportional amounts allowed to these small districts, they sometimes neglect to maintain their schools the time required by law, and so deprive the town of the share in the State fund. The maintaining of schools in these small districts is a great clog upon the progress of our schools.

School Committee.—ALBERT TOLMAN, WM. A. FULLER, CHAS. NEWMAN.

LEE.

We are blessed with a few teachers who make teaching a profession, and are "zealously affected" toward it. It is a pleasure to visit the schools taught by these teachers. We always expect to find good order, good scholarship and sympathy between scholar and teacher, and we are never disappointed. If a district is blessed with such a teacher, mistress of her situation, acquainted with the capacity, attainments and disposition of her pupils, she should be retained in the same position year after year. The change of teachers from one district to another every term or every year is an unmitigated evil. We greatly desire that all our teachers should study their profession more. Teaching requires tact as well as talent. It is an art as well as a science; and while we have Normal Schools furnished by the State expressly for the purpose of training teachers, we greatly wonder why more of those so anxious to engage in this business do not avail themselves of the privileges offered so cheaply by these State Institutions. It does not follow necessarily that a graduate from a Normal School will make a No. 1 teacher, but other things being equal, we should expect a Normal graduate to excel, and facts prove that this is the case. Very few from this town have ever attended a Normal School, but the success of those who have attended should encourage more to go and do likewise.

We hear frequent complaints of the change of text-books. We have been slow to change, and have never done so till the public good absolutely demanded it; but there is such a thing as improvement, and unless we are willing to fall behind the times, we must occasionally make changes.

Arithmetic may seem to some so exact and fixed a science as never to require a change of text-books, but whoever is willing to compare Daboll with Eaton will be convinced that a great advance has been made in the mode of teaching this fixed science. The introduction of the metrical system necessitates still further changes in these text-books, while the progress of America, and the revolution in the old world, are so great as to render geographies and maps obsolete in a short time. The selection of the best authors is one of the most difficult duties of the school committee, requiring much time and careful discrimination to do it justice. We are greatly pleased with the suggestion of the Massachusetts Board of Education, that commissioners, men of learning and integrity, be appointed to make selections of text-books for the whole State. Such a commission will elevate and make uniform the standard of education and relieve town committees from a task for which frequently they neither have the time nor the ability, and will certainly relieve them from the swarm of importunate book agents.

School Committee.—JOHN BRANNING, ARTHUR GILMAN, GEO. L. CHAFFEE, ALEXANDER HYDE, S. S. ROGERS.

LENOX.

If any place should be made agreeable and attractive to children, it is that in which so large a part of the best years of life are spent. We can conceive of a young child acquiring an aversion to learning merely from being compelled to pass several hours a day, year after year, in buildings perhaps difficult of access, unsightly, crowded, overheated, ill-ventilated, while on the other hand, a neat, commodious school-house, with a competent instructor, and genial companions, might gradually inspire a love of study in one to whom it was at first most distasteful. Is it not possible that the sight of a book will recall to some of the children of this Centre District, as long as they live, the days when they reluctantly struggled against adverse winds and driving snows, to reach the almost inaccessible spot on the hillside, so wearied by the toil as to be almost unfit for the work before them. Surely, nothing but imperative necessity could justify us in subjecting our young children to such present discomfort and such unhappy recollections for coming years.

School Committee.—J. FIELD, S. S. JENNE, G. M. MATTOON.

MONTEREY.

We feel that there is something to teach our children besides what is commonly learned from our text-books, and that is, the obligations they owe one to another. Perhaps there is no better rule of action than that first taught by Confucius, some five hundred years before the Christian era. When asked if there was one word which might serve as a rule of practice for all one's life, the master said, "Is not reciprocity such a word?"

The same doctrine was in after years taught by Jesus of Nazareth, and should be in full force to-day. We consider it more important than demonstrating the problems of algebra or Euclid, that children should be taught their obligations to God and man, in all their various applications to human character and destiny.

There is another word we would impress upon our teachers, that is, *individuality*. Children should be taught to think and act independently.

"Learning from study must be won,
'Twas ne'er entailed from sire to son."

"Heaven helps those who help themselves." We are apt to think that if we vote with our party, go with the crowd, and shout "for our country," it is all right, when they all may be as corrupt as the dark museum of Hades, and ought to be consigned there. To act with the masses blindly is, to one day shout "Hosanna to the Son of David," and the next cry, "Away with Him, crucify Him, crucify Him."

We would wish our children classed with "those who know the right, and knowing, dare maintain."

School Committee.—CHAS. E. HEATH, M. S. BIDWELL, JR., A. B. GARFIELD.

STOCKBRIDGE.

Truant Laws.—At the last annual meeting the town adopted a set of "By-laws concerning Truant Children and Absentees from School." Although these may not have been required in all parts of the town, yet there are some portions to which they are particularly adapted, especially in our manufacturing villages, and other more densely populated sections. Wherever these laws have been enforced, and in some parts of the town they have been, the effect has been most salutary. By section 3d of these laws it is made the duty of the truant officers to search out all the children between the ages of six and fifteen, who have not attended school at least twelve weeks in a year, and to see that they do so; and it is most earnestly desired that they may be faithful in the execution of this law. In some instances chil-

dren embraced by its requirements have been found, who have attended "no school, or other institution of instruction" for three years.

The town has scarcely ever done anything better calculated to promote the welfare of the rising generation, than by the passage of these laws. Carefully and rigidly enforced, in a spirit of benevolence and kindness, they will do much to lessen the labors and cares of teachers and committees, and lead those in the paths of virtue and knowledge, who otherwise would be most likely to follow the ways of ignorance and vice.

School Committee.—M. WARNER, F. W. CARTER, GEO. T. DOLE.

BY-LAWS CONCERNING TRUANT CHILDREN AND ABSENTEES FROM SCHOOL.

1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School," passed April 30, 1862, upon conviction of any offence therein described, shall be punished by fine not exceeding twenty dollars, or may be committed to any institution of instruction, house of "reformation," or suitable situation provided for the purpose under the authority of the first section of said act, for such time, not exceeding two years, as such judge, justice or court having jurisdiction of the same may determine.

2. Any child between the ages of six and sixteen, who, while a member of any school, shall absent himself or herself from school without the consent of his or her teacher and parent or guardian, shall be deemed a truant.

3. Any child between the ages of six and fifteen, who shall not attend some Public School or suitable institution of instruction, at least twelve weeks in a year, six of which shall be consecutive in the summer term, and six of which shall be consecutive in the winter term, shall be deemed an absentee.

4. *Absentees of the Second Class.*—Children between the ages of seven and sixteen years of age, wandering in the streets, or loitering in stores, shops or public places, having no lawful occupation and growing up in ignorance, are hereby placed under supervision of the truant officers, so far as the law provides. The first offence shall be reported to parent, guardian or master of said child, by a truant officer, and in case of the failure to secure said child the requisite amount of schooling or instruction elsewhere, he shall be fined twenty dollars; for the second offence of the same person, the child shall be sent to the almshouse or to the State Reform School, or the nautical branch of the same, or State Industrial School for Girls, for a period agreeable to the statutes, as the justice of the court having jurisdiction of the same shall decide.

5. The town shall annually choose three or more truant officers whose duty it shall be to make complaints in case of violation of these by-laws, for the purpose of carrying into execution the sentence thereof, who shall receive such compensation for their services as the selectmen shall determine.

6. It shall be the duty of every truant officer to inquire diligently concerning all persons between the ages aforesaid, who seem to be idle or vagrant, or who, whether employed or unemployed, appear to be growing up in ignorance, and to enter a complaint against any one found unlawfully absent from school, or violating any of these by-laws.

7. It shall be the duty of every truant officer, prior to making any complaint before a justice, to notify the truant or absentee child and its parents or guardian, of the penalty for the offence. If he can obtain satisfactory pledges of reformation, which pledges shall subsequently be kept, he shall forbear to prosecute.

[Approved by the Superior Court, June 25, 1867.]

WILLIAMSTOWN.

We wish, however, to say, that notwithstanding an improvement, we regard the schools of the town, with the exception of those in the High School building, as in a very unsatisfactory state, painfully failing in their work, and bringing shame and weakness rather than strength and honor.

The fact is due to several causes. The most obvious one is the wretched condition of the school-houses. They are not only cheerless and uncomfortable, but they have no adequate accommodations. The single fact, that they are either destitute of blackboards, or very inadequately provided with them, reveals at once the character of the instructions given in them. Add to this, rough, ill-shaped desks, seats without backs, narrow spaces and broken walls, and you have conditions which render a good school impossible.

A second difficulty is the want of classification; a variety of textbooks and different degrees of advancement in scholars, rendering the labors of the teacher hurried, burdensome and unproductive. This, with the irregularity of the scholars, puts continuous, satisfactory progress out of the question.

A third difficulty is, that most of our teachers are not trained to their business. Our schools are experiments, too often resulting in failure. It is desirable that the schools should be taught by the young women of the town, and many of them might make good teachers, but they greatly need the inestimable advantage of special instruction in their calling. No one should now assume so important, so difficult and so delicate duties without giving time and pains under the best opportunities to preparation.

A fourth difficulty is the smallness of the schools, rendering the compensation of the teachers so meagre as not to command the best services. The instruction, of a very superior character, given to the four schools in the High School building has cost \$1.10 per scholar, each month, while that in one of the most neglected districts in town has cost for the same period \$2.20. As a rule, the poorest instruction, given in the small schools, has, by the scholar, received the largest pay.

All these evils can be, and should be, speedily remedied. Good buildings uniting the districts, will make way for good teachers, thor-

ough classification and careful supervision. A few years may see our schools throughout the town of tenfold value to us. The first and essential steps are larger schools, with better buildings, and well trained teachers.

The committee draw attention with great satisfaction to the Primary, Intermediate, Grammar and High Schools. Here good classification, accommodations and instruction have shown their power. The results have been such as more than to satisfy those familiar with them. We had not anticipated the accomplishment of so much in so brief a time. We feel sure that a few years, with a little care of supervision, will make of these schools a noble and complete success. We renewedly acknowledge our indebtedness to the teachers in these schools, and urge upon the citizens of the town the frequent visitation of them. If any remain sceptical of what effort can accomplish in our schools, here is a place where they will meet with speedy conviction.

School Committee.—JOHN BASCOM, KEYES DANFORTH, J. A. ELDRIDGE.

WINDSOR.

One of the greatest difficulties with which we have to contend, is our scattered population, and being so situated as to seem to require so many more districts than would otherwise be considered necessary. You are all well aware that an attempt was made at the last annual meeting to see if some measure could be adopted to reduce the number of districts; accordingly a committee was chosen—one from each district—to draft a plan, if possible, for the purpose. You are also fully aware that no satisfactory result was reached, and that the condition of the districts remains the same, except the union of the fourth and fifth districts.

This is a subject of great importance, and of equally great difficulty, and any man or men who can devise or suggest a plan by which a smaller number of districts can be substituted in a satisfactory manner, would do a greater benefit to the town than in almost any other way.

It not unfrequently happens that teachers with many good qualifications are irritated and discouraged by the opposition of parents and guardians to the teacher, brought about by party antagonisms in the district. Words spoken before the scholars lightly, of the teacher, by the parents, (though thoughtlessly it may be,) often lead to incalculable mischief, that will not be remedied until parents learn that discussion of the minute details of all that is said and done from the time the child leaves home in the morning until he comes back at night,

both in and out of school, has a direct tendency to lessen their respect for the teacher. Such conversations spread through the district, and the friends and opponents of the teacher take sides, and in such cases a school is materially injured and often ruined.

Parents, in our opinion, frequently commit a great mistake in keeping their children from school, either from some supposed or imaginary difficulty which they may hear of, or because they get punished by the teacher. Do you hear of some great fault and evils in your schools, or has your child in your opinion received greater punishment than he ought? Before hastily concluding to adopt the course we have just referred to, of taking the child immediately from the school, go yourself and calmly and properly investigate the matter, and see whether difficulties are real or supposed; and often, after such an interview and a fair explanations of facts, your own opinion may be changed and a better state of feeling exist between yourself and the instructor than before.

The mistaken idea often prevails that in Common or District Schools nothing is to be taught or learned but instruction from books merely, forgetting that education in its broadest sense includes not only intellectual but physical and moral, and when this idea is kept in view we should not only see the pupil making progress in books, but we should see a cultivation and improvement in manners and a true regard to good morals, which would have a greater tendency to good behavior, and would cause profanity and falsehood, with all their attendant evils to diminish, and truth, honesty, morality, to predominate instead.

School Committee.—A. T. PIERCE, H. D. CAPEN, E. W. HUME.

NORFOLK COUNTY.

BELLINGHAM.

Our text-books, in the attempt to be very definite and very elaborate, present such a mass of rules, exceptions and explanatory notes, with divisions and sub-divisions almost *ad infinitum*, that they either discourage beginners or lead them to exercise their memory without a proper perception of the meaning intended. This is not peculiar to our schools. A boy in a neighboring town, not deficient in capacity, was asked to name the different moods, and promptly replied, "The indignant, the subordinate, the political, the impertinent, and the

infinite," and took his seat, apparently unconscious of any failure in the matter.

School Committee.—J. T. MASSEY, GEO. N. TOWNSEND.

BRAINTREE.

By the present arrangement, thirteen town officers have charge of the schools; ten of these are called prudential and three are general or superintending committee. These thirteen officers form ten separate and distinct bodies, independent of each other, in some cases unknown to each other officially, and all charged with the common care of the schools. To the prudential committee is intrusted the selection of the teacher, and the making of the contract. The performance of these duties constitutes him, according to the decision of the supreme judicial court, a town officer, and the town is bound by his acts. True, he may be a district officer at the same time, performing duties compatible with those of the office he holds from the town. After the selection has been made by the prudential committee, if he presents the one selected (which frequently is not done,) to the superintending committee, it becomes their duty to examine him as to his qualifications for teaching. It is their further duty to periodically visit the schools. To the prudential committee is intrusted the expenditure of the money appropriated to the support of the schools. No rigid scrutiny into the manner in which they have performed the duties of their office is ever made or required at "annual town meeting," when all other town officers are required to give an account of their official deeds. Is it because they are accountable to no one? In our opinion this plan could be greatly simplified, to the great advantage of that interest, second to no other, with which we have to deal—the cause of public instruction. If twelve men are necessary, let twelve men be chosen by the town, and the whole responsibility be laid upon them. Instead of ten separate boards, acting, if not with opposition to each other, at least without concert or uniformity, let one board be authorized to take full charge of all the schools, the selection of the teacher, and the expenditure of the appropriation for their support. As a result of this course, we might expect less frequent changes, and a consequent elevation of the standard of education in the town. There is, at present, a very great difference in the general average of attainments in the different schools. In those (lamentably few in number,) where the services of the same teacher have been retained three or four years, we find as much progress made by pupils of eleven or twelve, as in others where a frequent change of teachers has taken place, of fourteen or fifteen years of age, and that without apparent detriment to the phys-

ical well-being of the pupils. It is possible that all the schools may reach this standard, not so high as in many towns in the Commonwealth. Two years in the eight between the ages of six and fourteen added to the school life of a child, may have an incalculable influence on his future destiny. The effort of saving it to him is worth the trial. The higher appreciation arising from the greater excellence of the schools, as a consequence of greater permanency, might be expected. There is a very great anxiety manifested by parents to have their children admitted to the High School, and the often avowed reason of that anxiety is that the schools which their children attend afford such poor facilities for improvement. The reason urged for admission is the one why they are not admitted. The true remedy is not admission to the High School, but the elevation of the District School.

By a vote of the town at its last annual meeting, one hundred dollars was appropriated for an Evening School for persons over sixteen years of age. A school of that description was established in the east part of the town, under the charge of Mr. Groce, about the middle of October, and continued until the first of February. It proved an entire success. No school in town has manifested a stronger desire to learn, or has made greater progress. The institution of that school has developed the fact that there are more than fifty, principally between fourteen and sixteen years of age, who are not able to avail themselves of the privilege of attending a day school, on account of being obliged to labor daily. A partial remedy of this evil might be found in the establishment of an Evening School for their benefit. All of them have an undoubted desire to attend a day school. If this were done, another school would have to be organized in the Iron Works district, where they reside. Under these circumstances, are they not entitled to some consideration from the town?

By another vote of the town, the superintending committee were authorized to apportion the money appropriated for the schools, so that each should have the same length of schooling, as near as may be, and that they should make their report to the town at the same time as the auditors. This has been attempted; but so long as the power to contract with the teachers is withheld from the committee, it will be impossible to equalize their wages. Different prices are paid to different teachers in the same grade of schools.

School Committee.—N. L. WHITE, NOAH TERRY, ALVERDO MASON.

BROOKLINE.

At the suggestion of several ladies of the town who had been active for several years in the gratuitous teaching of sewing to a large class

of girls at the Ward School, an experimental attempt has been made to introduce the teaching of sewing into our Public Schools. Two teachers of the Ward Primary School, Miss Magoon and Mrs. White, have been employed, for a few weeks past, in teaching sewing to such girls as chose to avail themselves of the privilege, during two hours after the short session on Wednesdays and Saturdays. There is no special provision made in the statutes of the Commonwealth for teaching sewing in Common Schools, neither is there for the teaching of music and drawing,* for which purpose we have employed teachers for several years. We trust, however, that the experiment now being made in regard to the teaching of sewing, will commend itself to the good sense of every one interested in the welfare of the children. In the city of Boston, the teaching of sewing in the Public Schools is no longer an experiment, having been regularly taught in all their Grammar Schools for some years past. The superintendent of the Boston schools recently expressed it as his opinion, to the writer, that this was one of the most important branches there taught to all the girls attending those schools. It is certainly very evident that a large number of our school girls have no more chance of learning how to make their own clothing at home than they have opportunity to receive instruction in arithmetic, grammar or geography, while their position in after-life will probably render it by far more important that they should know how to make a shirt than to enumerate the rivers of Asia. Indeed, it may be important for many who may never be required to apply their own hands to the needle, to become acquainted with the details in early life, in order to be better qualified to supply their wants through the hands of others. Such an acquaintance with detail is, in our opinion, quite as likely to conduce to their usefulness in after-life, as a superficial knowledge of other "accomplishments," sometimes thought more ornamental and more desirable than the ability to cut and make simple garments. The experiment in our schools has not yet had sufficient time to prove how far it may succeed, or how important it may become, but we hope it may meet the approval of our fellow-citizens, and be allowed a fair trial.

For the Committee.—EDWARD S. PHILBRICK.

CANTON.

The law makes it the duty of the school committee not only to give a detailed report of the condition of the schools, but also requires them to make suggestions of improvement of their ability to answer

* Music and drawing are authorized by Statute. Chap. 38, Sect. 1, General Statutes.—J. W.

their purposes. And from time to time it has been urged in the annual reports, that the abolition of the district system would tend vastly to promote the general usefulness and complete success of the schools. And this committee, who have, during the fifteen years last past, had the supervision of the schools, through your indulgence, are to-day unanimously in favor of abolishing the district system, satisfied that by so doing you will be better enabled to realize their full benefits.

It is not necessary for me to point out to you what particular and peculiar benefits would or might result from the change. Because, perhaps, as you have endeavored to regulate them, the schools have been so modified and regulated, as to approach more nearly to what they would be under a general regulation; and the evils of the district system have not been so trenchant. This has been the result of the wise custom of making the prudential committees members of the general supervising committee, thus securing a co-operation and harmony of action in the choice of teachers, which, more than all other subjects, is important to be considered. Of vast importance when we consider how much may be wasted, of time and money, by ill-advised and injudicious selections.

And yet I would not and do not here complain of anything which the prudential committees have done. For that they have endeavored to be careful and discriminating there can be no doubt, and in some districts they have had no small trouble in providing teachers, and in procuring places for them to board.

During the past year, while the eighteen different teachers employed have been, as a body, more than respectable in point of ability, and the majority of them excellent, that they were not all satisfactory is to be ascribed to the remnant of the evil of the district system.

Discipline.—I desire to call your attention to the fact, that during the past year, corporal punishment has been almost entirely unknown in the schools. My ideal of a good teacher is that of one who can govern a school without the use of what is usually termed corporal punishment. And I have been delighted to know that the majority of the teachers have not only been able to secure prompt and continual compliance with all their requirements, without the use of the rod and the ferule, but also without resort to violent scolding and cross words even. I have rejoiced that, in this respect, in theory at least, if not totally in practice, the teachers have been what I call sound.

“Have you inflicted corporal punishment?” I inquired of one. “No, sir,” was the reply, “I don’t believe in it.” “I have no occasion for it,” said another. And the unanimous testimony of all has been against the use of corporal punishment.

Superintendent.—SAMUEL B. NOYES.

COHASSET.

By-Laws for securing the regular attendance at the school of truant children, and of such other children as are growing up in ignorance and idleness.—1st. Children who are habitual truants, and all children between five and sixteen years of age who, without sufficient cause, do not attend school, and have no regular employment, and are growing up in ignorance and idleness, shall be reported to the school committee, who shall require such children to attend school regularly and use their influence to secure their regular attendance.

2d. If any child between five and sixteen years of age, who is an habitual truant, or does not attend school, and has no regular employment, but is growing up in ignorance and idleness, persists in truancy or non-attendance at school after having been required to attend regularly by the school committee, such child shall forfeit and pay to the town of Cohasset a fine of not less than five nor more than twenty dollars, according to the discretion of the justice or court having jurisdiction of the case; or be committed to any such institution of instruction or house of reformation as such justice or court may determine, according to section 6, chapter 42 of General Statutes.

A true copy. Attest: NEWCOMB BATES, Jr., *Town Clerk.*

SETH AMES, *J. Superior Court.*

A true copy of By-Laws allowed and approved, April Term Superior Court, 1862. Attest: EZRA W. SAMPSON, *Clerk.*

School Committee.—JOSEPH OSGOOD, EDWARD TOWER, L. N. BATES.

DEDHAM.

In connection with these hints to the town, it is also suggested by the committee to those generous and noble-minded citizens who have the means, that a great favor might be bestowed on the schools, and a good degree of credit be given to their own memory in future years, if they would select and donate to any school in which they are specially interested, any historical pictures referring to events in our country's history—either to our revolutionary struggle, or the more recent conflict of our civil war—or any portraits of Americans who have been distinguished as scholars, poets, statesmen or warriors. Pictures easily obtained and of comparatively little value now, will soon be of great worth, and their constant presence in the view of our youth will stimulate them from day to day to more strenuous exertions and nobler efforts to “make their lives sublime.”

And here the remark may be made that our present mode of teaching is a system. It has grown up from small beginnings to its present

complex structure. The primitive method of "hearing children recite their lessons," one by one, just as they had memorized them from their books, without illustration or explanation, and almost without interest, in dark, unventilated and unwholesome rooms, with children of three years, and young men and women in the same school, has given place, little by little, in the march of improvement, to the present improved and more successful modes of teaching. But this has not been accomplished without earnest, patient thought, many careful experiments, and some sad failures. The noblest minds of our Commonwealth have been devoted to this subject, and the result is a system which now involves the dearest interests, and requires the wisest and most persistent efforts of the Board of Education and superintending committees, and teachers and parents and scholars, down to the smallest and most ignorant child, to make it the most effective and the most useful to every member of our beloved State. In this important work "none of us liveth to himself, and no man dieth to himself."

Superintendent of Schools.—Although our schools are in so good condition, and accomplishing so well their noble object, still there may be some means of increasing their efficiency and usefulness which have not been tried. In their present state there is no one responsible head to do the thinking and planning for them all. The various members of the committee have their own personal business to require their attention, while to bring our schools into one uniform system of teaching and discipline, a directing mind is necessary, which shall be wholly devoted to this one special work. Such a person should be a man of large ideas and large experience, in complete sympathy with the best educational interests of the town, and with the progressive spirit of the age; one who is prepared to take a clear, comprehensive survey of the whole field of labor, and at the same time to enter heartily into its minutest details—a man who, knowing what teaching should be from his own experience in the school-room, and what possible improvement may be made in our present system, from a large, generous observation and careful study of the advantages and disadvantages of the several methods of instruction and government employed in other places. By a systematic course of visiting other schools, he could become so acquainted with the teachers and their peculiar modes of teaching, as to be ready to introduce every real improvement promptly to our own schools; and he would also know just where to find the teachers best qualified to develop his plans, and to carry out his purposes.

Chairman.—GEO. G. FAIRBANKS.

DORCHESTER.

It is somewhat remarkable that persons who would not dare to undertake, without preparation, the simplest handicraft, or a round of the most common household duties, should, with no more experience, consider themselves, and be considered by others, competent to take charge of the education of half a hundred children. Teachers require training, like workmen and workwomen in other occupations: sometimes, by the force of genius, success comes without this, but oftener failure: there are those who are teachers by nature, as there are natural orators and natural mechanics; but the greater number must be made such by study and by work. With all the advantages that good scholarship and correct habits of mental discipline can give, and they are unquestionably very great, the inexperienced teacher often finds his work beyond his capacity, simply for lack of special knowledge of the art of teaching and of governing: such knowledge the State aims to give in its several Normal Schools, and such may readily be had by young women in the Girls' High and Normal School in Boston, and especially in the Training School connected therewith; and the committee feel that, for the salaries now paid to their teachers, they have a right to expect that knowledge of their duties which can only come from continued experience, or from special preparation for them.

Further, the committee wish to protest against the notion, too commonly entertained, that almost any one can successfully take charge of the Primary Schools. There may be as much talent and as great ability, though perhaps of a different sort, required in conducting such schools, where children are to receive their first impressions of study and of school discipline, as in managing those of a much higher grade; and it has been the object of the board, in adopting the same scale of salaries for all the assistant-teachers, to make it easier to get and keep well-qualified instructors for the lower schools.

For the Committee.—HENRY G. DENNY.

FOXBOROUGH.

If we would have the best schools, we must have the best teachers. It is an unprofitable policy for us to employ a succession of inexperienced teachers for the benefit of other towns, that will secure their services as soon as they are worth an increased compensation. As the influence of the teacher is greater than all other influences which determine the character of the school, it follows that the best schools will be those taught by the best teachers. The profession of teaching

will become honorable and useful in proportion as the teacher's position is permanent and his services well rewarded. We can find persons to take charge of our schools for less than we now pay. They are not such as we want. Let us rather raise the standard of qualifications, and secure the best teachers,—those by whom we are willing that the intellectual and moral character of our children should be moulded. We want those who deserve and secure the confidence of the people whom they serve.

We want not only the best teachers, but more of them. In a well graded school a skilful and active person may do justice to forty children, but none of our schools are of this kind. That in the Centre District approaches nearest to it; and that school with its experienced and faithful teachers stands at the head of our list. The others have from forty to sixty pupils, from five to seventeen years of age. There will necessarily be many classes,—so many that sufficient time cannot be allowed, in which to answer questions, to clear up difficulties, or to show the connection of the study with other studies or with the affairs of life. The ability to illustrate the exercises of the school by collateral knowledge is one of the marks which distinguish a good teacher; and nothing more increases a scholar's respect for an instructor, and his confidence in him, than a perception of superior knowledge. But in most cases a teacher can ask those questions only that are printed in the text-book or suggested by it; and the answers will be from memory and in the words of the lesson. We do not complain of this. It is unavoidable; and in the exact sciences, as arithmetic and geometry, we may presume that the definitions and statements of the book are precisely correct. In other studies the teacher has not sufficient time, and in some cases is not qualified to illustrate the lesson by knowledge gathered from many fields of observation and experience. And yet this knowledge, and the culture of which it forms a part, dignify the character and render the manners attractive. Men may be good and useful without a thorough school training, without a generous intellectual culture; but these tend to refine and humanize whatever is rude and vulgar. The cultivated brain gives new expression to the countenance; "the face becomes more thoughtful, the features more definite,"—with an air of more energy and manliness. One of the tendencies of our material prosperity is to confine us within a narrow range of thought and action; but mental culture brings us into sympathy with nobler subjects, purifies our tastes, and interests us in the highest pursuits of which we are capable. If our people were well educated, would they demand that immense supply of corrupt and merely sentimental literature which now floods the country?

Here is an argument for employing the best teachers, who feel the

dignity of their calling, and who constantly improve themselves. They are the only ones who can lay a foundation for good scholarship in exact and extensive knowledge. We are directly concerned in this matter; for most of our children must get their literary education in the town schools. Hence the urgency with which we plead for them. We must elevate their character; furnish the best teachers, the best books and apparatus; and make them worthy of the confidence and support of all our citizens. They must be so good that no others shall be necessary.

We ought not to be satisfied with less than the best preparation of our children for the business of their lives. And what is our ideal of good education? In reply to that question Mr. Edward Everett said, "The foundation we are to lay is this, the ability to read the English language well, that is, with intelligence, feeling and effect; to write a neat, legible hand; to dispose at once with accuracy of any question of figures, which comes up in practical life; to write grammatical English. These are the tools; you can do much with them, but are helpless without them." Among the studies which he and we would add to these elementary ones, we specially call the attention to physiology. This study has imperative claims upon the advanced classes in our schools. The laws of health are few and easily comprehended; the laws of disease are many and complicated. And what renders the study of physiology of such importance, is, the fact that "we are punished for ignorance as well as for undutifulness;" that suffering and death result from violation of nature's laws whether we violate them intentionally or through inadvertence. Every child of suitable age may learn the principles of this science sufficiently to give him a general idea of his duty to himself in this respect, and to save him from needless suffering.

No scholar ought to leave the district school without a knowledge of the history of the United States. It is not creditable to us that our children should be ignorant of the principal events that led to the establishment of our free institutions, nor of the manner in which those institutions have contributed to our national prosperity. In some schools a little information is gained on this subject; but it should be taught to every first class;—not only or chiefly as an exercise of memory; for then it soon slips away like anything else that is learned for the sake of learning it, or for use on a particular occasion; but the pupil should so learn it that he can give an abstract of each chapter in his own language. This will be a valuable exercise. He will be obliged to have definite ideas, and to express them in the best words he can command.

School Committee.—JOHN M. MERRICK, JOHN M. EVERETT, JULIUS CARROLL, WILLIAM H. THOMAS, S. HORACE WILLIAMS, AMOS R. ALDRICH.

MEDFIELD.

District System.—Under this system, the organization of the schools, and the classification and methodical instruction of the scholars must be defective. The frequent change of district agents, which it creates, involves a frequent change of teachers, and, in some cases, the removal of one who has been proved to possess fitting qualifications and to be well adapted to the place. Sometimes an agent, from want of familiarity with the condition of a particular school, or from ignorance of the residence and reputation of those who are open to engagements in the work, fails to make timely and judicious selection of a teacher. Then the school committee are embarrassed by a necessity of giving employment to some teacher, though not entirely satisfied of the qualifications of the one presented for approval. Either a teacher of doubtful qualifications must be accepted, or another forthwith obtained. In either case, the result must be uncertain and may be unfortunate.

Such has been our experience. We have seen a teacher, possessed of ample qualifications and peculiarly adapted to her position, removed to give place to a stranger having less fitting qualifications, and, of course, less capable of usefulness, though equally conscientious in the discharge of her duty. We have been compelled to reject a teacher, who, with good recommendations and large experience, was presented for examination on the morning when the school should be opened, and who, for some undiscovered and unexplained reason, failed to exhibit suitable qualifications for the place. A substitute must be immediately obtained; at a time, too, when perhaps every other school in the State was already supplied, and but few approved teachers remained unemployed. Fortunately one was found, who had been educated in the Normal and Training Schools, in Boston, and, having been examined and approved by the school committee of that city, was waiting an appointment to fill any vacancy which might there occur; and, after our examination, she was placed in charge of the school. She was young, and without experience in any similar school, but possessed of good natural abilities and fitting intellectual acquirements. The result was, however, dissatisfaction, for some reason, in a portion of the district, and, of course, discontent and insubordination in a portion of the school. The committee, who alone had actual knowledge of the capacity and endeavors of the teacher, and felt bound to sustain her, were annoyed with complaints, which they believed were without any just foundation. Some scholars and parents were, they knew, disaffected. Scarcely a parent visited the school during the term, and a large part of the scholars were with-

drawn before the close of it. But, from previous and frequent observation, as well as from the final examination of the school, the committee felt justified in expressing their satisfaction and in giving commendation to the teacher. She was soon employed in one of the large schools in Boston, where no one is matriculated until after a term of satisfactory service, and is now an esteemed and successful teacher there.

In fact, our whole experience of the working of the district system convinces us that, while it is maintained, it will continue to be a hindrance to the welfare and usefulness of the schools.

The question is certainly worthy of serious consideration, whether, by placing the whole matter of school education under the control, as well as supervision, of the authorities of the town, there might not be a school of highest grade established at some central point, and a more complete classification of scholars made, the benefits of which to all would far outweigh the imagined or positive evils apprehended by any.

Certainly, a large part of the time and labors of a teacher is now lost in our mixed schools. The great number of separate classes, which is unavoidable, renders impossible that patient waiting for a scholar's exercise of reason upon any difficult question, and that thorough drilling of the whole school upon every exercise, which are indispensable to real progress.

Another evil connected with the district system, is felt in the little consideration which is sometimes given to the qualifications of teachers, the consequences of which are too often apparent in the school-room.

Qualifications of Teachers.—It is obvious, that to be of any real service, a teacher must possess good natural abilities and competent intellectual acquirements. But, beyond and above these, there should be a personal character, the influence of which will be continually felt in the school-room; a gentleness, mingled with dignity; a self-possession which is never ruffled, and a patience which is never exhausted. There should be, also, a high aim and a fixed purpose; a love of the work and an entire devotedness to it. Scholars should see and feel at every step of their progress, the teacher's superior knowledge, and her ability, as well as earnest, disinterested purpose, to elevate and benefit them. They quickly detect the deficiencies and faults of a teacher, and no one can hope or expect to advance their intellectual and moral improvement, who does not exhibit before them superior knowledge and an elevated character, and whose power over them is not felt to be the force of wisdom and love.

But, while a teacher should cherish a high aim and fixed purpose,

it is equally necessary that she be always mindful of the difference between the yet immature faculties of her scholars and her own; and so, also, of the difference between the capacities of one scholar and another. Her instructions may be then adapted to each, without requiring too much of any. She must be contented to wait patiently for the slower action of one child's mind than another's. She must not allow any one to be mortified and discouraged by the superior promptness and mental activity of another. Gently, and with good judgment, stimulating all to the highest attainments, she must be forbearing and helpful to those who, as yet, can only reach the lowest. Not how much, but how well, should be the rule by which to guide her own endeavors and to measure the progress of her scholars. She must have patience, and she ought to be allowed sufficient time for thorough drilling and frequent reviews in every exercise, that so she may be sure of each scholar's comprehension and possession of what she teaches. And finally, she should, if possible, be one who is not only gifted by nature and fitted by acquirements for the work, but has the desire and purpose to pursue it. Experience and familiarity with the dispositions and abilities of her scholars, will make her doubly useful wherever her services may be retained.

The character of a teacher is commonly estimated and her labors appreciated according to the appearance of her school at the public examination, when the terms end. Against this we most decidedly and earnestly protest. In many or in most cases, such judgment would be unjust, because of the great disadvantages under which our examinations are usually held. They are held at the close of a term of twelve, or perhaps sixteen, and in some cases twenty weeks, when an active and faithful teacher and her most reliable scholars have become more or less fatigued, by continual high-pressure exercise of the mental faculties, and when both need rest instead of extraordinary excitement. It often happens, also, that the teacher has never before had the present or any similar school in charge. She has hardly had time to become familiar with the dispositions and capacities of her scholars, or to ascertain and remedy any defects of their previous elementary instruction. Her personal influence has but begun to be felt, and her method of instruction and discipline appreciated. The occasion brings together not only those directly interested, but, oftentimes, others, whose presence is merely to gratify an idle curiosity, or to give opportunity for comparing the present with some previous term of the school, or this school with some other. The time allotted for the exercises is brief. The result of the labors of months is to be exhibited within three, or at most, four hours. The exercises, which ordinarily consume a whole day, are to be completed within half that

time. The recitations of perhaps twenty classes, some of which might well occupy an hour, are allowed only fifteen, or at most, thirty minutes each. By such a hurried exercise the committee are expected to ascertain the acquirements of those who have studied, (besides what else is required,) arithmetic, algebra, history and philosophy, without giving them suitable opportunity to exhibit the practical application of what has been learned, by varied examples on the blackboard. The committee are presumed to conform to this arrangement, and are considered open to censure if any class or individual has been apparently slighted or overlooked.

But, besides the necessary brevity and hurry of the exercises, there are other disadvantages. The school-room, designed for the occupancy of thirty or sixty scholars, so that each may have space for free and easy movement, and as much as possible inhale only pure air, is crowded with visitors; as many, or perhaps, more in number than the scholars. The air quickly becomes unfit to be breathed, and its depressing effect cannot be avoided. The scholars are confined to a narrower space than they are accustomed to occupy. Their attention is oftentimes diverted from their exercises, and employed in watching the movements and the countenances of the company before them. Some, perhaps, are fearing a failure in their performances, a failure to gratify their parents and friends, or to appear as well as others and obtain like commendation of the committee.

Now, under such disadvantages, a public examination—unless the exercises have been pre-arranged and especially prepared, which is discreditable and unfair—is, oftentimes, anything, rather than a success; anything, rather than a fair test of a teacher's merits and her scholars' attainments. These disadvantages are often increased by the frequent absence, or much indolence and indifference of some scholars, whose ignorance and deficiencies throw a discredit upon the whole class, which is not deserved, and upon the teacher, who ought not to be held responsible in the case.

Where long experience and familiarity have created mutual confidence between a teacher and her scholars, we have seen the fruit of her labors exhibited by those scholars with perfectly free action of thought and memory. Every proposed question received prompt and correct answer, and every exercise was performed audibly and with lively spirit. Where was a different state of affairs, we have observed an almost entire failure of scholars to do justice to themselves or their teacher, although we have previously had ample evidence of the teacher's superiority, and of the general industry, progress and improvement of her school.

We protest, therefore, against the common reliance upon a closing

examination as any fair test of the merits of a teacher or of the condition of a school. And we would suggest that, instead of a public examination, as now conducted, there be a private one, in the presence of the committee and those only whom they shall invite. Let it take place near the close of a term, if it must, or of the period for which a teacher has been employed. Let ample time be allowed for free exercise of each scholar's thought and memory; for ascertaining not merely how far each one has advanced, but how well each one understands, and is able to make practical application of what has been taught. A knowledge of subjects, and not merely of the text-books in use, ought to be required, especially of advanced scholars. Let a whole day be devoted to the examination; or, if only a half day, as at present, let the number of exercises be diminished in like proportion. Afterwards, let there be a public exhibition by the whole or a select portion of the school, in the whole or a select portion of the studies which have been pursued.

Few appear to realize that knowledge is to create for them not only power, but pleasure; that, while it is needed to fit them for usefulness, it will also increase their happiness. Close and continuous study is to many a disagreeable task, to lighten or escape which can do them no harm. They fix their eyes upon the required lesson, but suffer their thoughts to be easily diverted from it, if not already directed to a different object.

But this is not study, and will never yield the fruit of study. Study requires earnest mental discipline and effort, and without these no one can comprehend, or, by appropriation, make his own the truths of any science. Study is to do for the mind what the plough and harrow do for the soil, to render it productive. But the operation, in either case, must be no superficial, half done work. Only the patient, thorough use of the plough and harrow will most benefit the soil. Only the resolute, persevering application of the mental faculties will best avail to store the mind. But such application of the one and use of the other will, ordinarily, have their full reward. Let scholars, then, enter the school-room with a fixed object and a high aim. Laying aside everything which has elsewhere occupied their attention, let them apply their thoughts, at once and continuously, to the lesson of the hour. If difficulties are in the way, let them be resolutely grappled with till overcome. The very act will ultimately be a benefit, though the struggle be long and hard. It will help their preparation to grapple with and overcome the harder difficulties which may be encountered in after-life. Yielding to difficulties now, will be only sowing the seed of future weakness and inefficiency. Let scholars be determined to succeed and they will seldom fail of success. But if irreso-

lute and with no fixed object or aim, they may entertain no hope, as they cherish no earnest desire, to succeed. In fact, going to school with this indifferent, careless spirit, instead of quickening and strengthening the mental faculties, may only serve to weaken and deaden them. Let scholars know and feel that hard study is indispensable to real progress and large acquirements; that all plans for relief from it are ineffectual, all pretences for avoiding it delusive. Only mental discipline creates mental activity, and this alone gives mental strength and secures varied and extensive attainments.

Scholars should aim at the power to practise what they learn. Some, whose minds may be well stored, appear to have no ability to make practical application of what they have learned. "The bees," says one, "fly here and there, rifling the flowers; but of them they make honey, which is all their own; it is no longer thyme and marjoram." So should scholars convert to use what they learn. They should employ the hand and pen as well as the eye and mind. Our reading books contain selections from the writings of the best authors. If scholars read these books with care and thought, and appropriate what they read, it will help them to form a habit of speaking and writing intelligently, with ease and force. The pure Saxon diction of the Bible, if carefully observed, will furnish a store of fitting words for speech or pen.

We recommend the practice of transcribing what is remembered of any passage of great beauty or force, and afterwards comparing what has been written in one's own words with the original, in order to correct any errors of thought or expression. A habit of writing out, clearly and with propriety, what has been impressed on the mind, will be an important aid to memory and to progress. It will help to secure the fruit of daily study, and to show that no day is spent without some attainment of practical value. It will yield more actual benefit than any amount of reading and study without it. Composition is the correct expression of thought by speech or pen. Words picture the mind. Speech indicates the quality and degree of intellectual culture.

Scholars should aim at preparation for the future, and not merely at the accomplishment of the task of to-day. They naturally wish to live long and happily. Let them remember that we live by thoughts, not moments; that we make life more intense and happier by mental activity. The active mind finds food for thought and pleasure everywhere. The pebble and the sod; the flower and the star; the sunshine and the breeze; the whole vegetable and animal world furnish subjects for study and meditation, for useful and pleasurable instruc-

tion ; some question to solve ; some discovery to gratify and improve the mind.

Let scholars remember that the careless and indifferent can carry into active life only superficial, if any useful knowledge, and that the deficiencies of their education will never cease to be lamented, when they are found to be an effectual hindrance to the attainment of that position and influence in society which they might have enjoyed.

For the Committee.—CHARLES C. SEWALL.

MILTON.

Nor do we think the objection to having female teachers in Grammar Schools at all well founded. In some of our large cities women have no difficulty in managing schools composed of boys averaging older than those in any of our schools, and they are generally very successful in their management. The Principal of the Normal School in St. Louis, an institution second to none of the kind in the country, is a woman, whose high qualifications for her position have never been called in question. We believe that there are three hundred women, within fifty miles of Boston, any one of whom could take charge of and carry on any of our schools in a satisfactory manner.

Another consideration of weight is, that, other things being equal, preference should be given to women. The paths of industry are too often closed to them, and, when open, are apt to be strown with suffering and misery. There are few occupations to which a woman can turn with the hope of earning a decent living, or of accumulating anything for the future. And wherever a field of duty exists for which she is qualified, every consideration of right and justice, alike to her and to society, requires that she be encouraged to enter upon and occupy it.

The attention of the committee was called, early in the year, to the fact that many parents permitted their children to be absent or tardy for the most unsatisfactory reasons ; such as to do errands, carry papers, gather berries, etc. The effect upon the progress of the several classes, and upon the interest of the scholars in their studies, was painfully apparent. To check these evils, the committee adopted a regulation that a certain number of instances of absence or tardiness in a given time, not satisfactorily accounted for, should exclude the scholar from school, until he should be reinstated by the local committee of the district. The consequence was, that such cases were brought directly to the notice of the local committee, and parents, finding it a matter of some inconvenience to procure the reinstatement of their children, became more particular in requiring them to attend

regularly and punctually; and absence and tardiness, from such causes as those above mentioned, are now very rare in any of our schools.

Now that the schools have been graded, regularity of attendance will be rigidly insisted upon, as otherwise the scholars who do not attend regularly will either impede the progress of others in the same grade, or must themselves be reduced to a lower grade.

The comparative importance of attendance upon the schools, and such occupations as children are employed in, when absent from school, has been too often dwelt upon, and is too familiar to every sensible person, to require discussion here. The committee feel confident that the steps taken by them in this matter will commend themselves to the approval of parents, and receive their co-operation and support.

For the Committee.—ROBERT H. BUCK.

QUINCY.

High School.—The High School has completed another year of successful labor, and has won good opinions from the committee and all who have had occasion to witness its progress. The same principal has remained in charge, and with the aid of his competent assistants has kept the school up to its former standard. The good discipline which has heretofore characterized the school, and the same readiness and accuracy which have marked the recitations have been observable at the several visitations during the year, as well as at the closing examinations. Essential changes have been made in this school to meet the wants of the public. We have added a new department, in which the common and higher English studies are pursued, thereby affording facilities for scholars who do not desire to pursue the classics. This department is designed to supply what has long been needed in this school, a course in which our scholars, by a thorough, systematic and practical training can be fully qualified for the several callings they desire and intend to follow in active life.

We have established three courses of study, viz., English, English and Classical, and Classical. The first and second are completed in three years, at which time graduates take their diploma. In the Classical course, graduates are entitled to a diploma after three years' study, but they can remain for four years, and graduate as an advanced class. Scholars, on entering the school, have their choice as to which course they will take, but having once elected, they are bound by their choice, except by special permission of the committee, and for good cause shown. From what we have thus far seen of the fruits of the new department, we are satisfied that it will prove a decided suc-

cess, and render the High School of far more practical value than at any time heretofore. We are equally assured that the plan is meeting with very general favor from the parents, scholars and friends of the school, and is removing very much of the opposition which attended the early years of the High School, and we no longer hear the complaint that we are making a useless expenditure of money in sustaining the same.

Gymnastics.—More than ordinary attention has been given to the practice of gymnastics in our Grammar Schools, and with far more than their usual success. Considerable emulation has been excited in this direction, and the results have been quite gratifying to the committee. We are pleased to note that the decided opposition to these physical exercises seems to have given place to approbation, or at least to silence. We think this practice, carried to the extreme, might work serious injury to our schools, but as used with us, we deem the practice of gymnastics an excellent relaxation for both mind and body, and a valuable assistant to a prompt and thorough discipline in the school-room. We regret that these physical exercises have been partially or wholly neglected in a few of our schools, as appeared at their closing examinations. The lower schools have formerly led the upper in this particular, and are now doing all that can be expected of them, considering the ages of the scholars. In the combination of mental exercises and gymnastics, we think the lower fully equal the higher grades of schools.

General Remarks.—We much regret the repeated attempts which are made to lessen the appropriation for educational purposes; and yet from the promptness and decision with which the town has ever met the question, we have gained an increased confidence in the sound judgment and honest purpose of the people.

Poor indeed is that financial policy which would fill our schools with third-rate teachers, because they can be had for the asking.

Every workman is worthy of his hire, and school teachers, like other mortals, must live. A town like ours cannot afford to sustain a Teachers' Institute, for the training of instructors for more profitable situations abroad, and in the present state of financial embarrassment we cannot afford to keep poor teachers. They are a luxury beyond our means.

Retrenchment in town expenses is desirable, and none will advocate it more strongly than your committee. But let retrenchment commence in proper departments, and do not hazard interests so momentous as the cause of our Common Schools upon the experiment.

The responsibility is yours, voters of Quincy, to guard with utmost

care the historic reputation of our ancient town, and you can never do it as safely and well as through the widening channels of popular education that flow from your Public Schools.

School Committee.—E. GRANVILLE PRATT, HENRY BARKER, WILLIAM B. DUGGAN, WILLIAM S. MORTON, H. FARNAM SMITH, NOAH CUMMINGS.

RANDOLPH.

Teaching.—Teaching is in itself an art; one of the highest arts. The days are past in which it was thought that anybody who had good learning could keep school. It is now as well known that persons of excellent learning sometimes make but sorry teachers. "He has good learning: he ought to make a good teacher." Why not put the question in another form: "He understands grammar, he has studied Greek and Latin; he ought to make a good engineer." There are many who have "good learning:" there are few who know how to teach.

It is believed that in our schools the teaching has improved. The exploded custom in arithmetic, grammar, geography and history, of giving the scholar a page for a lesson,—which for all practical and valuable purposes might almost as well have been committed to the stomach as to the memory,—has nearly disappeared. It is recommended that in the coming year some system be inaugurated by which all teachers shall have illustrated to them the best methods of teaching every principle to be taught in either of the schools.

It is hoped that this subject may receive the attention of those who may apply for schools. It is quite time to extinguish the idea that any one who can pass a literary examination can teach a school.

Teachers' Meetings.—The teachers' meetings, begun last year, have been continued. In them have been stated the best known methods of teaching. If now there is in town a teacher who is engaged, not in educating, but in stuffing scholars with arithmetic and grammar and geography, we respectfully recommend such to the attention of the incoming board. Valuable assistance has been rendered in these meetings by gentlemen whose names need not be mentioned here, but whose service is gratefully acknowledged. The school committee not less willingly commend the interest of all the teachers who have given willing attendance and labored to make the meetings rich in good results for the schools.

The estimates that are given for the amounts needed for the next year have been carefully made upon a full consideration of the present depressed condition of business affairs on the one hand and of the true interest of the children of the town upon the other. It is

earnestly hoped that if any citizen, pursuing a false economy, shall endeavor to reduce the amount of the appropriation, the town will expect him to exhibit in full detail a system by which good schools and good teaching may be had for the amount he may name. Let this at least be understood: that a reduced appropriation will lose for us our good teachers; that it will be in just so many words voting to have poor schools.

School Committee.—WALES B. THAYER, A. B. FRENCH, THOMAS WEST.

ROXBURY.

The cases of truancy during the past year have been few. This vice is believed to have been nearly eradicated by the rigid enforcement of the truant laws; and the board desire to thank the city marshal and his efficient aids for the good service which they have thus rendered the cause of education among us.

The Evening School during the past winter has been a perfect success—nearly twice as many availing themselves of its privileges as had attended in former years. It has already been re-opened for this winter, under the most favorable auspices. This school is devoted almost exclusively to the instruction of adults, the ages of those who attend its sessions ranging from fifteen to sixty years. The board feel that this institution has done a good work in the past, and that it may also do a good work in the future. There can be no doubt that, rightly conducted, it will prove to be a power for good in the community, and an efficient help to many, who, without its aid, would make but small advances in education; and they sincerely trust that it will be maintained and strengthened under our incoming city government.

A criminal prosecution was commenced against Mr. L. M. Chase, the master of the Washington School, for punishing a boy for throwing stones on his way home from school at teams passing in the street. Judgment was rendered against the master by the justice of the lower court, but on appeal to the superior court for the county of Norfolk, the jury returned a verdict of “not guilty,” without leaving their seats. In this case, the ground of complaint was not that the punishment was unduly severe, but that the teacher had no right to inflict any punishment at all for an offence—no matter how gross and reprehensible—committed out of school hours.

The charge of Judge Lord, under which the master was acquitted, is noticeable for its clear statement of the law applicable to such cases. “The relation between the teacher and scholar,” said the Judge, “is a peculiar one. It partakes, while the pupil is in school, of a parental

character, and is absolute and without appeal from any quarter, when exercised within its proper limits. Such also is the power of the parent. His authority is absolute at home, on the same conditions. A good parent desires to co-operate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home the jurisdiction of the teacher and the parent is concurrent. If the teacher sees or knows a boy to violate the laws, if he finds him acquiring habits of a dangerous character, if he sees him becoming vicious, and his example injurious to others, or calculated to affect his own standing at school or at home, it is his duty to interfere to restrain and reform. For this purpose it is his right to punish to a reasonable extent, if no other method will avail. But the teacher must hold himself responsible to the law in his punishment, and be careful not to transcend in severity its humane and proper limits."

We have thought it well to make this extract from the charge of Judge Lord, in order that it may stand upon the city records as an evidence of the law by which the relations of parents and teachers are to be determined. And we think that it will be accepted with thankfulness by our citizens as a clear, just and humane statement of a salutary principle.

The infliction of corporal punishment has been resorted to in but few cases during the past year, and in these only when gentler and more persuasive kinds of discipline had failed. In no instance—so far as is known to the committee—has it been administered with undue severity.

It is thought that a sketch of the history of our different school organizations of the higher grades will be interesting at this time, and we append a very brief one.

A High School was established in 1852, for boys exclusively, under the joint supervision of the school committee of the city and the trustees of the Roxbury Latin School, and Mr. S. M. Weston was elected as its principal. In 1854 a city High School for girls was organized, under the mastership of Mr. Robert Bickford, a portion of the Dudley school-house being devoted to its use. In 1860 a new building was erected in Kenilworth Street, for the instruction of both sexes, and the High School passed entirely under the control of the city. At this time Mr. Weston was elected its principal, and he has continued to hold the position from that day to this.

The first Grammar School organized within our limits was the Dudley, which was composed of more advanced scholars of the old Town School, and was moved into the brick building on Bartlett

Street, in 1844. Since that time it has had but three principals, namely, Jeremiah Plympton, Miss Adeline Seaver, and the present preceptress, Miss Sarah J. Baker. The Washington School, which occupied the first public Grammar School building erected in town, was established in 1840. George B. Hyde was the first principal; and after him, Levi Reed, late Auditor of the Commonwealth, G. M. Weston and John Kneeland, were principals. Mr. John D. Philbrick, now Superintendent of the Public Schools of Boston, was at one time an assistant in this school. Mr. L. M. Chase, the present principal, was elected in 1866. The Dearborn School was organized in 1852, and was originally a school for boys. In 1859 the building was enlarged, and four divisions of girls were added. From the foundation of the school it has been under the charge of the same principal, Mr. William H. Long, and it has uniformly done credit to his very faithful and efficient labor. The Comins School was established in 1855, as a girls' school. It was originally placed under the charge of Miss Sarah A. M. Cushing, who acted as principal until 1859, when it was enlarged and made a school for both sexes. At that time Mr. D. W. Jones was elected principal, and he has continued to hold the position since. The Francis Street School was established in 1856, as a school for boys and girls. Mrs. Sophronia Wright was elected the first principal, and has continued to fill the place to the present time.

With the close of the year 1867 the labors of the school committee of the city of Roxbury come to an end. The terms of service of some members of the board have been remarkable for their great length, and unbroken continuance. One of the present board has served, with but a single interruption, for the last twenty years; one has been connected with the board for fifteen years; and several count more than ten years of service as committee-men. There will naturally be a sense of regret with many of the board at separating after so long a period of united labor, but the feelings uppermost in the minds of all are those of satisfaction and hope.

The committee are persuaded, that on the whole, the citizens of Roxbury have reason to congratulate themselves upon the record of their schools in the past. Though the highest standard has not always been reached, the schools of our city have taken good rank; and especially during the last few years they have held a position, for efficiency of discipline and instruction, second to those of very few, if any, of the municipalities in the Commonwealth.

Chairman.—EDWIN RAY.

Our High School, consisting of one hundred and eighty scholars, is a mixed school of boys and girls, reciting together in classes and

studying in the same room,—the natural and proper association for children in the school-room, as well as in the family and social circle.

The fourth year of the school seems to be gaining in importance and appreciation, and is really of very great utility in fitting graduates of the third year for teaching, by a careful review of the Grammar School studies during its first quarter. It is under the charge of Miss ——, who is highly adapted to her position.

This school, as well as the Grammar Schools, seems to be deriving very decided advantages from instruction in Elocution, by Prof. M. T. Brown. It has been, and still is, a part of the particular care of other teachers to secure good reading. But the committee find it highly beneficial to have special instruction in elocution from so efficient a teacher.

For the Committee.—J. S. SHAILER.

A perfect Primary School teacher is probably as difficult to be found as is perfection in any other sphere of endeavor; but there are certain points in character which much conduce to efficiency in this work. The greater the degree in which they are possessed by any person, the more marked will be her success as a teacher. She who has them largely by nature, is truly fortunate, for her work is made comparatively easy. She who has them not, should assiduously cultivate their development in her mind and heart.

All these traits naturally grow out of one sentiment, and few of them can exist without it. We refer to love for children. It is plainly an indispensable requisite to success. A teacher may possess education of a thorough and finished order, may have the most careful and correct ideas as regards government, may have thought over new and improved methods of instruction, and may enter with enthusiasm into the work of applying them, if her interest is in instruction as an art alone, if it does not extend to a personal sympathy with the beings she is called on to conduct in the path of knowledge, she has not the best fitness for her work. We do not need so much women of superior intellects, brilliant scholarship, or energetic ambition, in the instruction of our smaller children, as we do those of kind hearts, and affectionate, sympathetic natures. Let them but love children at the beginning, and all these other requisites shall be added unto them. Out of this love comes patience, sympathy, forbearance, motherly care, and those kindred qualities that are most needed.

This sympathetic nature is of course most of all required in the lowest divisions of a Primary School. A large share of the attendance in these is made up of infants, who require that the teacher shall stand in a mother's place toward them. Her work is not by any

means all confined to teaching them the alphabet and the first lessons in reading. They need constant oversight and care for their physical frames, a watchfulness such as only personal interest in them is adequate to cheerfully rendering. Then comes in the occasion for the exercise of the rarest patience in their stammering and too often seemingly stupid attempts to acquire the rudiments of knowledge. The teacher soon finds the task not a dignified one, and is too apt to ask herself if all her stores of knowledge were gained for this end. She greatly needs to feel sympathy for the little beings before her, to make her patient and forbearing at such a time, for without patience and forbearance she is failing at the very outset.

A heart that goes out in kindness to children is therefore the first requisite in a good Primary School teacher, and it is an indispensable one in the lower grades. The next quality required is a vivacious, active temperament. Sympathy with and love for children alone is not enough,—there should be spirit and energy sufficient to interest them. It is necessary that they should be grounded thoroughly in the lessons of the text-book, but making them perfect in a series of recitations from these is only half doing the work. Their little minds come to the teacher almost a blank as regards knowledge. It rests with her very largely to determine whether what they learn at school shall rouse their imaginations, stimulate their thinking powers, impress itself so vividly upon the mind by association as to be remembered with interest and pleasure, or be conned by rote as a lesson to pass into the memory for the time being and then become obliterated.

For the Committee.—GEO. H. MONROE.

SHARON.

Superintendence of Schools.—During nearly all the year the schools have been under the superintendence of the secretary of the committee. The charge of the schools was thus bestowed, not to a superintendent,—for the committee had no power thus to act,—but to one member of the committee delegated by the others to act for them and in their behalf. It was the desire of the committee, and the opinion of many of the best friends of schools, that this plan should be adopted. Among its advantages we would mention the following: 1st. It secures a more intimate and friendly acquaintance with every teacher. 2d. It awakens in the teachers the feeling that they are not laboring alone, but that they enjoy the confidence of one who appreciates their labors and is solicitous for the highest interest of the whole school. 3d. It secures a better acquaintance of the teachers with each other, if the committee thus strives to bring the various teachers together, as has

been done the past year. 4th. It enables one to become better acquainted with the wants and habits of each school and every pupil than all the members of the committee could be. 5th. It thus fits him to judge of each school for himself and be better able to compare the various schools throughout the town. But it ought also to be remembered in this connection that the one thus acting should be just the man for the place. He should have the respect of the pupils and the love of the teachers. He should not feel that it is all of duty to visit a school, and while away an hour or two sitting upon the platform with arms folded, and legs crossed, acting as a spy to find all the fault he can. Neither should he be a man of no dignity and character, so that he is only an object of ridicule. If such must be the appointed man to visit our schools, the more the work is divided among the various members of the committee the better.

Corporal Punishment.—Another topic agitating the public mind is that of corporal punishment. While “flogging” has been abolished and driven from the navy and army, and almost every other place, shall we still retain it where children are instructed? Certainly it is a relic of the past age; shall it be stored away and kept for an occasional exercise in the school-room, or shall it be buried deep from view? Those who defend the system confess they need it as a bug-bear to frighten disorderly pupils to obedience, and often employ it as such. So far as our observation and experience have extended, the general principle obtains that those teachers who “flog” the most frequently are among the most unsuccessful. While hardly ready to advocate its entire abolition, we think the cases are extremely rare where it is necessary.

Almost every man who hires another on his farm, or in his shop, feels interested to examine the work he is performing; and there are but few women who wholly neglect the labors of those whose services they employ. They both would be surprised if they should find themselves wholly careless and indifferent to the work left in the hands of others. But fathers and mothers seem to forget their duty to the instructor. They hire the teacher, they say, to teach their children, and they mean to secure a worthy person. But that is not all. You want to see for yourselves how well they are performing the labor imposed upon them. Your presence is welcome in the school-room. Teachers are not slaves. Their work is not drudgery; their calling is one of the most important of earth. Help them bear the burdens laid upon them, and encourage their sinking heart.

Secretary.—SANFORD WATERS BILLINGS.

STOUGHTON.

While we are clear in our central convictions, as to the inestimable value of our Common School system, we should seek to profit from all that experience has shown to be desirable in the new methods by which the full benefits of that education, so liberally provided by the town, shall be enjoyed by all our children. We ought not to be wedded to any particular mode, simply because it is old, except so far as it has been proved to be good and desirable by actual trial; but when it has thus been tested and approved, we should be slow to discard it. The best methods, whether new or old, ought to be adopted and retained, till our schools stand in the front rank of excellence in all respects.

There is an intimate relation between education and religion, in advancing the highest interests of society. They have one and the same object in view. The design of each is most patriotic and most Christian, for they alike aim at the elevation of all to the highest condition of which they are susceptible. They are so closely connected, that the one apart from the other, could not secure the desired result. They enrich all classes by conferring those blessings which are of the utmost importance to man, whether he is considered either as a transient inhabitant of this world, or as the deathless inheritor of another. Knowledge without religion would be like the head without the heart. It can no more make a virtuous community, than "the cold glitter of an arctic sun can fertilize the ice fields of the frozen zone."

To erect in every town not only a sanctuary of worship, but a seminary of learning, was the principle on which our Puritan fathers always acted. The school-house side by side with the meeting-house, as showing the necessity of uniting knowledge with religion, in order to promote social progress and secure abiding prosperity, was the uniform practice, as it was the fixed principle, of the intelligent and pious forefathers of New England. It was not "Church and State," but "Church and School," which was the rallying cry of the noble founders of our Christian Commonwealth. This was the staunch Protestant principle, and enlightened civil policy, on which our country was established. It becomes our filial duty to perpetuate both the principle and the institutions based upon it,—the one unimpaired and the other improved. This is an object which must command the cordial approbation and firm support of every one who desires to advance the welfare of the community in which he lives, or of the country which he proudly calls his own.

School Committee.—FRANCIS CAPEN, SILAS S. GIFFORD, THOMAS WILSON.

WALPOLE.

Believing, as we do, that "whatever is worth doing at all is worth doing well," your committee insist that the children in our schools shall be made thoroughly acquainted with what they study, and that they shall not be allowed to proceed in their studies any faster than they are competent. Teachers are apt to feel that unless they urge their pupils over considerable ground during the term, it will be thought that they have not employed the time to the best advantage.

We invariably judge of a pupil's proficiency from quite another stand-point. The question is not so much the number of pages the pupil has been over, as how much of the book does he thoroughly understand. The evil of sliding over first principles for the sake of curiosity respecting what there is beyond, is too alarming in every department of knowledge not to need a word of warning. A person may see his mistake when it is too late to correct it. How many are unsuccessful in what they set themselves to do, for want of a knowledge how to proceed! How many make shipwreck in business, because they set sail on an ocean all unknown, without chart or compass to signify their course! The tide of events which one man, with a thorough practical acquaintance with life easily controls, another, with less knowledge and experience, sinks under. The one is a victor; the other, a victim. The one controls circumstances, the other allows circumstances to control him. The one has a thorough acquaintance with what he undertakes, and succeeds; the other ventures upon what he has no knowledge of, and fails. The conclusions are in keeping with the premises. From the very nature of things, they could not be otherwise.

All true education has reference to the drawing out or leading forth of what is noblest in the child, in accordance with the etymology of the word. The mind should be taught to think for itself. It should not be made a mere lumber-room of facts. The faculties of the mind should be drawn out, as we draw out the telescope to look through it. But, while one person can teach another, he cannot learn another. He must learn for himself. Strictly speaking, every one must educate himself. Teachers and books are but means to that end. But these should be such as to develop rather than repress the faculties of the mind, as is too often the case. The mind is often enervated and rendered inefficient by continually drilling, and never drawing it out. Says Herbert Spencer, in his valuable book on Education, "Children should be led to make their own investigations, and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible." The most a teacher can do is to stim-

late the pupil to do for himself. When he has done this in the best way, he has done all that can be desired. But to do it he must have not only a love for children, but a love for his profession. The teacher who is void of this lacks inspiration, the indispensable condition to true success.

School Committee.—W. B. SMITH, EBEN STONE, E. G. THURBER.

WEST ROXBURY.

The aim of Common Schools is to meet the demands of the public for a common education.

They are not embryo colleges, to which a few of the more favored and studiously inclined are invited, in order that they may get an education that shall lift them above the masses; they are for the instruction and elevation of the masses as a whole, and hence are designed to extend their benefits to all without distinction. And it is this fact that constitutes the strength and glory of our Common School system.

While the more aristocratic nations ignore the people in their educational provisions, making large outlays for training to a very high degree, a few at the top of society, to the almost total neglect of those at the bottom, our system aims to make education a common inheritance, to diffuse it through all the strata of society. "The Common School," said Mr. Everett, "gives to the mass of the people the key of knowledge. The branches taught therein are of greater value than all the rest which is nowadays taught at school. Our Common Schools are important in the same way as the common air, the common sunshine, the common rain; invaluable for their commonness. They are the fountain of that wide-spread intelligence which like a moral life pervades the country."

We believe that the schools of West Roxbury are well adapted by their structure and provisions to meet this demand.

We know of no factitious standards designed to discourage and keep back those of more limited advantages or duller intellects. We know of no tendency to slight or crowd out the more useful and practical studies, or to give undue prominence to those which are merely ornamental. We do not believe that our examinations for admission are chargeable with that for which a distinguished writer on education has recently arraigned the High Schools of the State: that they are so conducted as to "emphasize and make imperative all that detailed number of text-books, which, if useful to be learned at all, is so only to serve as a stepping-stone to something broader and higher." We believe that in our schools and examinations general intelligence passes

for more than any mere skill in the routine of text-books and recitations, and that honest study does not fail of its reward.

If there be any serious hindrance to that "commonness" in the character and standard of school which Mr. Everett praises, it is found in the growing tendency among many of our wealthier citizens to seek select and private instruction for their children, thus fostering in the minds of even juveniles, the idea that there is an "aristocracy of learning." Without intending to disparage, in the slightest, Private Schools, it is certainly an occasion of regret that, with all our expenditures for Public Schools, and with all the pains which is taken to adapt them to the wants of the community, there should be so large a number who go out of town for their education.

We believe that it is of the greatest advantage to a school that it be composed of all the various elements that would naturally constitute it in such a community as our own,—that the children of rich and poor, cultivated and uncultivated, be brought together, and that the school should be literally a *Common School*.

Teachers.—It is not the sole function of the teacher to hear recitations and govern the school. There is a field of operation beyond this, which our statute law assigns to us, which is very broad. "It is," to quote that law, "to impress on the minds of children and youth the principles of piety, justice and a sacred regard to truth, love for their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance." Teachers therefore cannot regard themselves as faithful while narrowing their instruction to the end of the mere intellectual training of their pupils. And parents cannot complain of the usurpation of their own proper functions by the teacher when he disciplines their children for strictly moral delinquencies; and this leads us to speak of the subject of discipline.

It is conceded that, in the school as in the family and in the State, order is impossible without the existence and enforcement of law. As to the conditions and limitations of that law by which a school is governed, there is always more or less difference of opinion in every community. Some regard the authority of the teacher as simply delegated from the parents, subject to such restrictions and qualifications as they see fit to impose. Hence it is liable to happen that to those whose family code is not extremely stringent, the law of the school seems too exacting and rigid to claim obedience, and not unfrequently there is a feeling of injustice in the minds of both parents and scholars at its enforcement; others seem to regard the authority of the teacher as something so entirely independent of parental influence, and so thoroughly corrective of existing defects in the pupil,

that they hold it responsible for the performance of altogether more than it would presume to undertake.

We believe that the government of the school is entirely distinct from that of the family. At the same time it holds very close and very delicate relations to it. It is all-important that parents should concede to the instructors of their children the ability to judge far better than themselves in regard to the requirements necessary for the government of these children in school; also their right to make and enforce such requirements. On the other hand they should regard themselves as bound to co-operate with the teacher in every possible way for rendering them effective. Success may be achieved without such co-operation, and even in spite of it; but it can only be easy and permanent with it. Nothing is more encouraging to the teacher than an occasional visit from the parents and the voluntary offer of assistance and co-operation in any case of discipline.

Evening Schools.—In accordance with the provision made by the town at its last annual meeting, an adult Evening School was opened in Village Hall in October, and has been continued on Tuesday and Thursday evenings of each week up to the present time.

The whole number of persons who have attended the school is one hundred and sixty-three; of these one hundred and twenty-five have been males and thirty-eight females, varying from fifteen to forty-five years of age. The studies pursued have been reading, spelling, writing, arithmetic and book-keeping.

The pupils have generally been much interested in their studies, and have made good progress. Some adults who were ignorant of the alphabet when they entered the school can now read with tolerable fluency in easy reading. Others who have attended constantly have made equally marked progress in writing and arithmetic.

The deportment of the school has been very satisfactory. Excellent order has been maintained without any apparent effort on the part of the teachers, thus enabling them to give their whole time to instruction.

Several ladies have kindly volunteered their services as teachers, and have greatly promoted the usefulness of the school.

It is believed by your committee that no money appropriated by the town for educational purposes has been more judiciously and profitably spent than that employed to carry on this school. The benefit of the instruction thus imparted reaches a class who would otherwise be deprived of it altogether. Many, in a single term, acquire the rudiments of an education which they are able afterwards to carry on by themselves, and many whose schooling has been interrupted by that necessity in their circumstances which has compelled them to go out

to service very early in life, are thus furnished with the means for pursuing their studies while still employed in labor. It is sincerely hoped that the benefits which have accrued to so large a class in the town by this school will be rendered permanent by its continuance.

Chairman.—A. J. GORDON. *Secretary.*—JOSEPH SIEDMAN.

WEYMOUTH.

Complying with the instructions of the town, the committee re-engaged the able and efficient superintendent of the preceding year, and they are happy to bear testimony to the interest which he has manifested in the prosperity of our schools, and the industry and fidelity with which he has discharged the duties of his office. It is our belief that the schools have been greatly benefited by his labors. His monthly reports to the committee have represented them as generally in a prosperous condition. It being impossible for him to examine each school on the last day of the term, he has examined them as near the close as was practicable. But each school has closed with a public examination under the direction of one or more of the committee.

Chairman.—J. P. TERRY. *Secretary.*—J. H. PRATT.

Attendance.—Some of our schools suffer from the frequent and, in many cases it is believed, unnecessary absence of the pupils; and the blame for this is in a great degree due to the parents, who, perhaps, fully understand the case, but do not sufficiently reflect upon the injury they are inflicting upon their own children and upon the community, by allowing them to be irregular in attendance at school. The time usually allotted to the education of the young is sufficiently short even when sedulously devoted to mental culture, and the necessity sufficiently urgent for intellectual power and vigor, to forbid imperatively any wanton disregard of these advantages. The duties of citizenship in this age demand unusual mental vigor, breadth of attainments and information. When this absence is the result of carelessness or indifference it is indeed reprehensible, and scarcely less so when it has a financial bearing. Many boys at the age of nine or twelve years, are taken from the schools that they may earn a few dollars, a sum too insignificant to compensate for the loss sustained by an absence of one-fourth of the time. While children labor for their parents, there is an idea of mutual dependence and mutual obligations, a positive claim on that parent for intellectual food and growth as much as for bodily sustenance. No parent has a right to coin mental

powers into dollars and cents, when a respectable position in society, obtained by education, depends upon school advantages.

Every child in the school-room in some degree reveals the condition of the home discipline. Those accustomed at home to obey, will do so at school; while those who discipline their parents, will be displeased and restive when teachers refuse to obey. Those "born to rule," as they suppose, do not easily resign their prerogatives, not being able to see why teachers are superior to their parents, and why they should not be equally yielding and obedient.

It is admitted that teachers, like others, may err in judgment and fail in execution; but the good of society demands that we should lean to the side of good order, favor restraint, even so far as to regard trifling errors and mistakes of teachers with charity. A proper sympathy between the parents and teachers would remove, it is believed, most of the existing evils. It cannot be doubted but that an improved home training would be attended by a corresponding improvement in the schools; the idle, vicious and disobedient at home, being the refractory scholars. It is also true that the great variety of dispositions and habits, the numerous shades of character, &c., correspond with the different home influences, the varied impressions received, all modified by diverse views of family government. As a necessary result, some parents are opposed to corporal inflictions, some to detention after school hours, and still others to all kinds of punishment whatever. Now what course shall the teacher pursue under circumstances so embarrassing? Fortunately for her, the law comes to her aid, which places her in precisely the same relation to her scholars, while under her care, as the parent sustains to his child; and empowers her to inflict the same kind and degree of punishment as a judicious parent would inflict upon his child under the same or similar circumstances. It is no uncommon occurrence for parents to confess their inability to control their children or to enforce obedience. Yet some of these very individuals who are unable to govern even their own children, seem to expect the teacher to be able to discipline perfectly, and instruct thoroughly, without aid or sympathy, a large school, composed, in part, of such materials, while any degree of punishment, however slight, for idleness or disobedience, is made the subject of grievous complaint.

Much evil, also, arises from the fact that some parents trust too implicitly to the statements of their children. A child is guilty of violating the rules of the school and is properly punished for the offence. At home he tells his tale of wrongs and abuse which have been inflicted upon him, and all for "no fault of his own." The parent believes the report, his sympathies are excited, and without further

investigation proceeds to apply to the teacher the severest epithets, and this, too, in the presence of his child. Thus, lasting injury is done to the child, and the usefulness of the teacher essentially impaired. Let parents reflect upon this matter and resolve to perform their duty faithfully, and the necessity for punishment would soon cease to exist in our schools.

We ask them to feel a personal responsibility; to co-operate with their servants in securing good order; to encourage them by frequent visits; to learn the real condition of these "colleges for the people;" to condemn no school without such visits; and it is believed that prejudices will be removed, our schools benefited, and the general good be promoted.

Superintendent of Schools.—FRANCIS M. DODGE.

WRENTHAM.

General Remarks.—We cannot conclude our report without again urging upon the town the necessity of taking such action as will, in some degree, remedy the evil which we have so long suffered from the inequality of the districts and the consequent inequality in the distribution of the school money, the means of educating our children. With the present grant (\$5,000,) we cannot maintain our twenty schools six months in the year with suitable teachers (in their present localities,) as the law requires. We do not so much complain of the amount granted as the manner of distribution forced upon us. We believe enough money is granted to support a sufficient number of schools for all the inhabitants between 5 and 15 years of age if district lines were obliterated, but so long as they remain where they are it can never be done.

At present the number of children between 5 and 15 years of age ranges from 6 to 73 in the several districts. The \$5,000 granted for educational purposes is to be distributed among our twenty schools, which are made up of 630 children of the above ages. An equal distribution would give each child $\frac{1}{630}$ of \$5,000 = \$7.93+ per scholar; and the district of 6 scholars would have \$47.58 and the district of 73 scholars would have \$578.89. If we divide by the 20 schools, each school would receive \$250. This last apportionment gives each child in the small district \$41.66+, while the child in the large one gets only \$3.42+. From these facts it will be seen to be impossible to give each child an equal amount of instruction with the same amount of money to be used in the district where the child happens to be, with our present mode of expending the money. One set of men contract for teachers (as was the case the past year,) wages vary-

ing from \$24 to \$50 per month. Some of the prudentials employ a male teacher, summer and winter; some employ a female, summer and winter; and others employ a female in summer, and a male in winter. Then again some will hire a low-priced teacher without much regard to qualifications; others insist on a good teacher almost regardless of the price; and these contracts are made before they know what amount of money they will receive, and this is done without any knowledge on the part of the town committee whose duty it is (by vote of the town,) to divide the money.

We think it must be apparent to every one who has investigated this subject at all, that these evils must and will exist just so long as the present district lines exist, and we most earnestly entreat the town to move in this matter for the good of all concerned; we trust the town will, before another year shall have passed, move in some direction to have fewer schools and in different localities,—or else abolish the system altogether.

School Committee.—J. B. GEROULD, A. S. DEANE, J. T. FORD.

BRISTOL COUNTY.

ATTLEBOROUGH.

School-Houses.—School-houses with dilapidated walls, patched and knife-gnawed desks, half-painted and scanty blackboards, and uncomfortable seats, which, by crooking the backs and narrowing the chests of the scholars, neutralize twice the instruction in physiology most of the schools receive,—such school-houses are a perpetual hindrance to the prosperity of the schools; a perpetual libel on the actual intelligence of the district, published to every passing stranger; a perpetual drag on the teacher's success; and a perpetual injury to the pecuniary prosperity of the district.

There can scarcely be found an investment, which can so add to the value of the property of the district, as such a school-house with all its appointments as will be “a living epistle, known and read of all men,” and saying “this is an intelligent, cultivated, and large-hearted community.”

People say that many excellent scholars have received a good education in that old school-house, with ungraded schools and no High

Schools ; and without any doubt it is true, as the number of intelligent people around abundantly declares.

But school-houses, like some people, will grow old, and these houses are not so good as they were forty years ago, nor do they compare favorably with the improvement in other things.

The schools ought to improve at least as fast as anything else, and those which were successful in ancient times will not do the work as well now with everything else improved.

Grading.—Whenever the scholars in any district, or in two districts which can be united, are so numerous as to require two or more teachers, it is of exceeding great advantage to have the schools graded. Suppose in two neighboring schools each teacher takes all the scholars contiguous to their school-house, without regard to their age or advancement in study, then both teachers go over the same studies, with small classes, and are compelled to hear from sixteen to twenty-five recitations apiece, each day. This allows but from twelve to twenty minutes for each class, and absolutely forbids much teaching, or drill, or instruction, or thoroughness.

Now, if these two schools are so united that one teacher takes all the scholars of a certain grade, and the other takes those who are more advanced, each teacher has twice as many scholars in each class, but only about half as many classes, and can thus spend half or three-fourths of an hour on each class in teaching, and drilling, and explaining, and grounding them in the rudiments.

Any one who will visit a thoroughly graded school, and then come into one of those which are ungraded, will appreciate the great disadvantages under which many of our schools and teachers are laboring.

High Schools.—The greatest improvement, as we have already said, in the schools of this town during the year, has been the establishment of two High Schools, one in the north village, and one in the east, and the effect of these schools on the other schools in the town.

The special committee, appointed by the town at the last annual meeting, used the utmost diligence and wisdom in obtaining accommodations and furniture for the schools ; and the second week in May, as early a date as it was possible to obtain these and secure good teachers, the schools were commenced.

They have labored under some disadvantages, in the absence of nearly all apparatus and helps, in the impossibility of obtaining suitable rooms, and in the fact that in many respects they have necessarily been an experiment. It was impossible to know beforehand precisely what grade of scholars to admit, how strict to make the entrance examination, or what course of study should be laid out.

But the schools, notwithstanding these difficulties, have been a

great success, and have most abundantly justified the town in undertaking the expense. The teachers have been unwearied in their efforts for the good of the schools, and have not only kept excellent schools, but have succeeded in bringing them into good working order for the future.

It is most earnestly hoped that the good work in this direction, so generously begun by the town, will be continued and made still more successful and valuable, and that by a unanimous vote the High School will be made a permanent institution.

Almost every reason that holds good in regard to having Common Schools holds as a reason for continuing the High Schools.

The effect of the High Schools has been of marked benefit to the Common Schools. The tendency to go over a great deal of ground superficially, and to advance into higher studies and larger books before the scholars are prepared, has been a great hindrance to real progress in many of our district schools. But the High School, by its entrance examinations, places before the scholars in those schools a definite standard to be reached, and a new incentive to reach it. And a mere getting through a certain number of pages is far from enough, because they must *know* what they have been over, or they will make a disagreeable failure when they come to a written examination. In the examinations for the High Schools we have been astonished at the failure to answer simple questions, which the scholars thought they knew because they could guess at the answers in an oral recitation, but found they did not know when obliged to write the exact answer without guess, or hint, or help. This benefit of the High School has already been experienced in no small degree.

The High School should be made a permanent institution, because there is need of a higher and more thorough education than can be obtained in district schools; and the attendance on the schools the past year proves that there are enough, who eagerly avail themselves of these advantages, to sustain two flourishing schools.

Without these schools, those who seek a higher education for their children must send them out of town to school,—which excludes the great majority of our children from such privileges, on account of the expense; and yet these children are to be the future citizens, and voters and officers of the town, and to determine its intelligence, its culture, and its prosperity. An intelligent and cultured community draws to itself other citizens of like character, and tends to exclude those who would debase it by ignorance and vice. It increases the value of the property of the whole town, and, what is much more, it exalts the whole manhood and womanhood of the people. The

higher the culture, and the more widely diffused, the greater the advantage to the town.

If all the pupils of the High Schools had been compelled to go out of town to school (and without the schools they would be under that necessity to obtain the same advantages they now have,) a large amount of money would have been expended out of town.

We will take, as a basis of our calculations, the whole number of different scholars who have attended the High School during the year, because at the present writing we cannot tell the average number on all points.

The prices we take from the circular of Pierce's Academy at Middleborough, which furnishes a good education as cheaply as can be obtained.

Tuition of 45 pupils in languages, at \$7 per quarter, per year, .	\$1,260 00
of 67 pupils in higher English, at \$6 per quarter, per year, .	1,608 00
of 20 pupils in common English, at \$5 per qr., per year, .	400 00
	<hr/>
Tuition of 132 pupils in the High Schools,	\$3,268 00
Board of 56 boys, \$4.50 per week, for 40 weeks,	\$10,080 00
of 76 boys, \$3.75 " "	11,400 00
	<hr/>
Total for board,	\$21,480 00
Add to this the tuition,	3,268 00
	<hr/>
Total,	\$24,748 00

Thus, if these one hundred and thirty-two children should have the benefit of good schools like the High Schools, nearly twenty-five thousand dollars must be expended out of town, instead of raising three thousand dollars to be expended among ourselves.

School Committee.—J. D. PIERCE, J. OSMOND TIFFANY, FRANCIS N. PELOUBET.

BERKLEY.

The District System.—We now introduce for your consideration a subject which we can no longer forbear to discuss. Our town, in common with many small towns composed of a sparse population, has clung to the district system with a tenacity "worthy of a better cause." We are aware that the associations of the past are interwoven with the system, and that it has accomplished much good in our fathers' days, and in our own day. But we do not hesitate to avail ourselves of railroad facilities because the "slow coaches" of former times were very useful, nor of the knowledge or power which the enlarged boundaries of physical science afford us because the

powers of steam and electricity were not so well developed and applied by our ancestors. We would reverence them for their many virtues, and because they employed the best means available to them to accomplish the desired object. "Mankind is improved by gradual steps," said one of the greatest of American educators. What commends itself to us by its practical results, wisdom will not reject. Old modes of accomplishment in agriculture, manufactures or mechanism will not be employed generally by the successful. Why should we adhere to the district system because of its ancient respectability?

Among the evils of the system are school-houses in some of the districts unworthy of the name of school-houses. Should the town abolish the system, and assume ownership and control of all school property in town, many persons who are now adverse to providing suitable buildings in their respective districts, would not be satisfied with anything less than a commodious and attractive building when erected at the expense of the whole town. This would clearly be a great gain in respect to school-houses. A divided responsibility in the employment of teachers, and continuing them when found to be from some cause inefficient is another evil pertaining to the district system. Sometimes teachers are employed by prudential committees, and if the proposed teachers find it inconvenient to apply to the committee for examination and approval before commencing their schools, they will commence school first, and then, after having kept one or two days' school, call upon some member of the committee "for a certificate." The committee may have serious doubts about the qualifications of the candidate, but the school has already begun; it is full time for the school to be in session; the case is prejudged. The committee, hoping that more than their expectations may be realized, and that their fears may be groundless, gives the certificate, but subsequently regrets to find that it has made a mistake; but still preferring to endure the present evils rather than encounter those it knows not of, the school "drags its slow length along." Again, a teacher may be selected by A. for his district, who has succeeded well in another district. But owing to reasons pertaining to both teacher and scholars in the new field of labor, the selection would be almost wholly inadmissible. And yet, to refuse a certificate in such a case would cause a root of bitterness to spring up to the injury of the interests of the school. The committee yield.

And again, it is generally known that the candidate has been employed. The examination is not satisfactory. But a refusal to approve would wound the delicate sensibilities of an amiable and worthy young person. Who would not lean almost unconsciously to the side of mercy and refrain from withholding consent unless dictated by a

stern necessity of the case? There is still another reason which bears upon this subject. After the year 1869 the town will lose \$75 annually from the interest of the State school fund if the district system be not then abolished. These are some of the reasons which, in the opinion of the writer, make the proposed change desirable, and who can now, as he retires from the board at which he has so long had a seat, recommend the change, without danger of being misunderstood and without being deterred by any personal delicacy. "Come let us reason together," let us consider this subject dispassionately in all its phases, and I am assured that the intelligent of the community will conclude that the best interests of the schools in this town require that the school district system should be abolished. In the nature of things it cannot be long delayed. Why delay it at all?

School Committee.—WALTER D. NICHOLS, ALBERT E. DEAN, ALDEN B. CHACE.

DARTMOUTH.

So much has been said in former reports in regard to discipline, that we do not deem it worth while to make extended remarks upon this subject. We should be glad indeed if corporal punishment could be banished from the school-room, but we cannot believe that in all cases an efficient substitute is yet found. In all that a teacher does, he should consider what is for the scholar's good, and what is for the best good of the school, and never punish in anger or simply because a scholar "deserves it," for then it would savor too strongly of revenge. Still it seems to us that those who would abolish entirely corporal punishment in our schools, allow pity for the offending to lead them into a great error. It is a beautiful trait in the human character to sympathize with the suffering, but if suffering is necessary to purify, our sympathies ought not to be manifested in a way to prevent it.

From experience and observation, we are convinced that Saint Paul was right when he said, "We have had fathers of our flesh which corrected us, and we gave them reverence." And again, "Now no chastening for the present seemeth to be joyous, but grievous; nevertheless afterward it yieldeth the peaceable fruit of righteousness unto them which are exercised thereby."

School Committee.—FRANCIS W. MASON, JOHN GREY, JESSE TUCKER.

DIGHTON.

That it should be so much the habit of the general community, the fathers and mothers of these multitudes of children, to depend on this annual report of the superintending school committee for a knowledge of the condition of the schools, is a circumstance much to be deplored.

No such indifference exists in relation to our gardens and cornfields, even when their cultivation is intrusted to other hands. The man who owns a flock of sheep will find time to look after them now and then amid the busiest cares, however much confidence he may have in the competency and the faithfulness of the shepherd. Our children ought not to be any less carefully looked after assuredly than our flocks and herds or the product of our shops and farms. Your committee deprecate most earnestly such a measure of confidence in their own administration or in that of those whom you choose to employ the teachers, or in that of those teachers of your children, as shall supersede personal inspection and inquiry.

We venture to think, moreover, that the results of a frequent visit to the schools on the part of the parents would be a decided increase of confidence, both in your committee and your teachers. Both committee and teachers earnestly invite such visitation, and will cheerfully abide an intelligent verdict on all their doings, having observed that the severest fault-finders and hardest to be pacified, are invariably the ignorant. We have said frequent visits because it is quite likely that a single visit may altogether fail to give a true impression of the actual condition of things; and let those visits ever be made in the spirit of kindness.

A Change in Teachers.—It is sometimes unpleasant to the unsuccessful applicants for schools to think that some teachers are almost continually employed,—they are liable to feel anxious for rotation in office. But the committee are seriously opposed to the frequent change of teachers. Other things being equal, they are confident that those schools are the most harmonious and successful which are the longest under the jurisdiction of the same teacher. They would deem it good policy, therefore, to make the government of a school as uniform and continuous as possible. In the frequent change of teachers, old restraints are liable to be removed before new restraints can be imposed. Then it takes time to form that acquaintance and beget that confidence upon which mainly depends the peace and the prosperity of our schools.

Our schools do not perform their whole work when they cultivate the understanding, the reason, the memory, the imagination and the intellectual powers alone. Important as this work is, equally important, yea of greater importance, is the proper culture of the heart, the right development of the conscience, and the entire moral and religious nature of the child. Our Public Schools, supported by citizens of all denominations and religious creeds, are to be kept free from sectarianism. But it does not hence follow that the principles of Christian morality, a sacred regard for truth and honesty, hatred of falsehood,

injustice and wrong, love of right, respect for the rights of others, reverence and love for God, and the virtues and graces that adorn humanity, are not to be diligently inculcated. All sects meet on the broad platform of Christian morality, and without infringing on the rights of any sect, Christian morality may be taught, and a general Christian tone pervade the school, both in its instruction and discipline. Says the Father of our country in his Farewell Address, "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." And Alexis de Tocqueville, that able expounder of our institutions, says, "The Americans of all classes and all parties hold religion to be indispensable to the maintenance of republican institutions." And he adds these significant remarks:—"Despotism may govern without faith, but liberty cannot. How is it possible that society should escape destruction if the moral tie be not strengthened in proportion as the political tie is relaxed; and what can be done with a people who are their own masters if they be not submissive to the Deity?"

School Committee.—GEORGE E. GOODING, C. W. TURNER.

EASTON.

The statute is too often overlooked which requires the inculcation and enforcement of Christian morals as a part of the teacher's duty. Some of our scholars are without moral training at home, and bring to the school habits of profane and obscene speech, together with improper deportment, corrupting in their example and influence. This is a matter which comes within the sphere of a teacher's authority, in dealing with which he should have the aid and countenance of every parent and citizen who dreads the contamination for the innocent and pure. The liability of the child to contract, in secret, impurity, and knowledge which is polluting to mind and soul, is the great and only serious objection to the mingling of different classes and conditions in Public Schools. This objection is, in itself, sufficiently serious, and the danger calls for the exercise of a watchful care in reforming or rooting out the vicious element. Special care is taken to guard against the introduction of physical disease, but incomparably worse is the contagion of moral uncleanness.

At a town meeting last fall to consider whether a High School should be established, the school committee was instructed to open such a school on the first Monday of March, providing a place and making suitable arrangements therefor. We are not yet able to make a report, but take this opportunity to say a few words upon the subject. The conditions under which the school will be opened at that

time, are but temporary; its permanent location and accommodations must be determined by the action of the town. A High School worthy of the name will be of incalculable benefit to the whole town. It will increase the efficiency of the district schools, by arousing the ambition of the pupils therein, setting before them its advantages as an object to be attained; it will afford at home ample facilities for acquiring a solid and thorough English education, and, if desired, for preparation to enter college. To accomplish these results, first the standard of qualifications for admission must be such as to distinguish this from schools of a lower grade. A strict examination must determine the fitness of applicants. Second, the course of studies must be definitely fixed, with reference to the objects sought,—of intellectual training for the practical duties of life, or of laying the foundation for a collegiate course, a regular period being assigned for its completion. Third, those who enter upon either course should be required to pursue it faithfully. A school established upon such a system, will at first be small. This must be the case now or ten years hence. But it will steadily enlarge as its advantages are recognized, and invite more strenuous effort to obtain them. Let us look, therefore, to the future as well as to the present, and be governed in our action by wise foresight and prudence. Let us have a High School which shall accomplish all that is possible to such an institution, and be an honor to the town.

During the month of November last, a "Teachers' Institute" was, for the first time, held in Easton, by Joseph White, Esq., Secretary of the State Board of Education, assisted by a number of teachers and lecturers. The exercises were highly interesting and instructive, and attended with increasing interest by teachers, scholars and friends of education, from this and the adjacent towns. The object and methods of the institute were but little understood, and it was regarded beforehand with some disfavor, or at least, indifference, but left, we are happy to say, a most favorable impression.

For the Committee.—GEO. G. WITHINGTON.

FAIRHAVEN.

School Houses.—The committee have great pleasure in stating that during the past year great changes have been made in several of the school-houses of the town, indicating the development of larger and better ideas in respect to true educational influences.

In the opinion of the committee, increased and strengthened by a long course of observation, the school edifice has much to do in the educational process for good or evil, and that a less appropriation for

school purposes, to be used in a building whose whole arrangements, external and internal, whose appliances and fixtures are attractive and truly designed as helps, would go further in the culture of the young, than a vastly greater sum expended in a building unattractive in outward comeliness and inconvenient in arrangement; and some such are too often absolutely repulsive, and the fruitful source of much of the truancy of the present day. Such buildings are prominent objects of notice and remark of the passers-by. They see in its outward conditions thoughtlessness or neglect on the part of the district, allowing dilapidation to hold undisputed sway, while the huge original boulders in the door yard, up to the very entrance, are taking their quiet and undisturbed repose. Should one enter this sanctuary of the "good enough" past, he sees doors and desks marked by the expressions of a depraved mind, and which by habit have come to be looked upon by those who are obliged to gather there as a standing invitation to add their quota of disfiguration to the sum total of what was accumulated by the hands of the generation that preceded them. Friends, think of it! It is hard, it is expensive, for a teacher to teach in such a place. It is hard for a child to learn much of good with such counter-acting and demoralizing influences about him.

Chairman.—ISAAC FAIRCHILD. *Secretary.*—CHARLES DREW.

FALL RIVER.

This State, from its earliest history to the present time, has expended large sums in the cause of general education. Perhaps no other equal area or population on earth ever had so large an amount annually appropriated for popular education as has been, and now is, expended in this State. When we consider what intellectual culture does for the individual man, whatever his calling in life; the great increase it gives to the productive industry and material prosperity of a people; how essential it is to the stability and perpetuity of our form of government; who, that understands at all the real bearings of this subject, can condemn this outlay, or regard it strange that large investments are cheerfully made for its promotion? Within the past school-year this city has expended a little more than one hundred thousand dollars for school purposes.

It has been the aim of the committee, in their late reports, to call attention mainly to the more prominent merits, wants and defects of the educational interests of this city. And we are now able to report that all we have commended as meritorious has been well received; the wants of the department have generally been promptly supplied; and some of the defects have been, or soon will be, removed. But

there are one or two prominent defects that have been repeatedly presented and discussed in as clear, strong and urgent a manner as we were able to place them; and it is with unfeigned regret that we now record the fact that our best endeavors have thus far proved almost a failure. Were it not for the vital importance of the matter, we would refrain from again urging attention to these unheeded subjects.

The great evils to which we refer are irregular attendance, and non-attendance of children upon school. Want of regularity in attendance applies mainly to scholars of the Primary and Intermediate Schools; but non-attendance to those of all ages counted as scholars in the census of school children.

During the past year the State has had an officer on duty, specially appointed to enforce the laws regulating the employment of children in manufacturing and mechanical establishments. The honorable gentleman has visited our city and examined somewhat into the condition of the young operatives of our mills and workshops; and in his report, recently published, he has told the world what he saw, heard and learned concerning them. For a series of years the report of the Board of Education has shown that Fall River held a very low rank compared with other cities and towns of the State in the attendance of children upon school. This fact, yearly proclaimed, was sufficiently mortifying to every one who felt any interest in the reputation of the city. But the late report, to which reference has been made, and in which our real rank among manufacturing towns is only partially exhibited, should make us all feel thoroughly humble, and lead us at least to duly consider this subject.

It has become an axiom that "the moral and social condition of a city or town may be determined by the proportion of children in attendance upon school;" and we may, perhaps, draw some consolation from knowing that the sympathies of all good citizens will be largely exercised towards us. But really, we have in this city, as a whole, very good schools; and the children, from a certain portion of the families, rank high in the constancy of their attendance. But there is so large a proportion of the children living here who are connected with the mills, and attend school but little, or none at all, as greatly to affect the general average.

There has been some improvement in the attendance of this class of scholars the past year; and the laws of the State relative to this matter, have been observed to a limited extent. This evil of non-attendance upon school will never be eradicated until those giving employment to these young operatives decide that these laws, founded upon justice, humanity and true economy, shall be, to the very letter, obeyed.

We have at the present in this city some five thousand five hundred children and youth of suitable age to attend school; five thousand of these are between five and fifteen, the ages recognized by law; and there were only three thousand five hundred names upon the school register last term; and of these, only two thousand five hundred actually present each day. In the above statement we do not pretend to give the exact numbers by count, but they are sufficiently accurate for all practical purposes.

It will be seen that less than one-half of the children and youth of this city are in attendance upon school; and we have great reason to fear that many of those not in attendance are growing up in utter ignorance, or with acquirements so limited as to be of no real benefit. The school days of these children are rapidly passing; each year removes one-seventh of the average time allotted them. Whatever is to be done for the present generation, must be done soon. Were it in our power to awaken and enlist the sympathies of all our citizens in behalf of these poor, unfortunate, toiling children, whose education has been, and now is, neglected, so that there should not be a child in the city who did not receive the minimum of schooling demanded by the law of the State, we should feel amply repaid for services rendered on this board. And yet we hardly know of an argument or motive that has not been urged in previous reports. The truth is, this evil has been so long common here that we have become indifferent to its enormity; and can now see without emotion these poor children deprived of educational privileges that we would not withhold from our own offspring for any worldly consideration.

"O wad some power the giftie gie us
To see oursels as ithers see us!"

or will see us, when the late report of General Oliver, which has been distributed gratuitously throughout the State, shall have been read.

Fall River has become a first-class manufacturing city; and no city or town engaged in similar pursuits has greater cause for self-complacency, or can refer to stronger reasons for the exercise of a just pride in the achievements of her citizens. Most of the large manufacturing towns of New England are mainly the representation of the surplus capital of the older commercial cities; while Fall River is the embodiment of the sagacity, energy and successful industry of her own people. Yet, while our citizens may justly claim that their virtues have been many, and their great errors few, they must plead guilty as to the defect we have been discussing. It is a sad blot upon their account. Let me forthwith remove it, and in all the future keep the page unsullied.

Much has been said in former reports of the manner in which the city was being built up,—of the great excess of children and non-producing members that were being added to our population,—the real want being, mainly, operatives for the mills. The plan at present adopted of depending upon families, located here, for the supply of help needed for the workshops and mills, must ever tend to the same result here that has attached to the system in other places. England has most thoroughly tested this plan in her large manufacturing cities; and who does not know the results, and who that does know can desire to see repeated here what Dickens calls “those great haunts of desperate misery”—or, as another has described them, “places of abounding ignorance, wretchedness and pauperism.”

We do not deem it possible, under our present system, for a large proportion of the families from whom the operatives of the mills are at present supplied, to sustain themselves in that thrifty, prosperous condition which has ever been found requisite for moral, social and intellectual improvement. Many of these families have so few at work, or those who find employment so small a proportion of the year, that extreme want can hardly be kept from their door; and they cannot, unaided, afford the time and means for their children to attend school.

School funds are appropriated for the good of all. Our schools are called public, free, common schools, because they are equally public, free and common to all children residing within the city or town; and we trust the time will never come in this State when public funds may be used for the education of the children of a rank, or sect, or class. And yet, the blind, the deaf and dumb, and other unfortunates, must have schools established for their benefit; but these are not what may be termed schools for a class. It is found necessary to the success of the schools of a city, that they be graded according to the attainment of the scholars. As we have already said, some improvement was made the past year in the attendance of mill children, and others, whose school privileges had been limited, or wholly neglected; and we find a difficulty in placing these children in our graded schools; their size and age seems to forbid, or at least, to make it unpleasant for them to enter those indicated by their attainments. The committee, after due consideration, have decided to open a school especially for the benefit of these scholars. The arrangement of this school will be similar to the Evening Schools which have been in operation here for a number of years, except there will be no requirement as to age. And we sincerely hope to see an attendance so large and constant as to call for an additional school.

During the past year, for the first time in our history, a truant officer has been on duty for the special purpose of enforcing the law of

the State, and the ordinances of the city, respecting truancy and absenteeism from school. The superintendent of schools, school committee and teachers are, we believe, quite unanimous in their opinion as to the utility of retaining the services of such an officer. Quite an improvement has been made in the attendance of many scholars; and cases of truancy are less frequent than formerly. Some additional means should be provided for the discipline of those whom repeated arrests and admonitions fail to reform.

Chairman.—GEORGE O. FAIRBANKS. *Superintendent and Secretary of the Board.*—MALCOLM W. TEWKSBURY.

It was my purpose to become early acquainted with the present working condition of the schools, and to this end, during the five months preceding the close of the winter term, I made upwards of four hundred visits, varying in length from a few minutes to half a day. By passing quietly and unannounced into the rooms, I was enabled to obtain vivid impressions of the appearance of the school, when no stranger is present. The atmosphere and temperature; the heating and ventilation; the condition of the buildings; the appearance of the pupils out of school and in school; the character of the instruction; the manner and tone of the teacher; the methods of illustrating different subjects; the clearness, fulness and promptness of the recitations; the degree of interest excited by the different teachers in their classes; the extent of information imparted by the instructor outside the text-book; the economy of time in conducting recitations; the influence exerted by the teachers through moral and intellectual supremacy; the general appearance of the scholars in their intercourse with the teachers,—a true index of the character of the instructor and his ability to control and improve his school,—these and many other points have all been carefully noted as I have passed through the schools.

Nor have these visits been tours of inspection merely. Defects which I have noticed have been brought to the attention of the teacher and remedies suggested. I have illustrated my methods of teaching by taking charge of the classes and conducting recitations. In many schools I have engaged the pupils in general exercises, and given object lessons to show how wide is the field and how important the instruction outside of the text-book. I have assisted teachers in the classification, management and discipline of their schools. These visits have been very pleasant and satisfactory to me. The cheerful faces of the children that have greeted me as I entered the rooms have given me unmistakable welcome, and the earnest attendance given to my words has afforded me many opportunities to instil les-

sons of truth and duty, which, I trust, may not be lost, but help to develop into a noble manhood and womanhood those who are so soon to take our places in life.

The teachers have unhesitatingly informed me of their difficulties and asked my advice and assistance, and all criticisms have apparently been received in the same kind spirit in which they were given, and in every instance an earnest effort made to improve. Sudden changes are never beneficial in schools, and it has been my aim by working through the teachers to gradually and quietly in the schools inaugurate the changes and carry out the plans I had in mind. The better classification of the schools; a more thorough understanding on the part of the teachers, of the character and purpose of the graded system; a more complete and uniform system of instruction and discipline; methods in study and recitation that shall stimulate thought and lead to investigation without overtaxing the memory; these are a few of the subjects which have claimed my attention.

Among the impressions received in my first round of visits was that of uniform good order, and that impression has been deepened by subsequent visits. In this respect I believe our schools will compare favorably with the best schools in this or other States. It must be remarked, however, that, although good order is the first essential to a good school, yet the methods of obtaining it may not always be commendable. If the element of fear alone enters into it, school activity becomes paralyzed and the resulting stillness is typical of the mental sluggishness that must exist there; for while the teacher is exercising all his powers in government, counting instruction a secondary matter, the pupil has either all his powers of heart and mind employed in efforts to thwart the teacher, or he relapses into sullen indifference. No good progress can be made in a school where the teachers and scholars are thus arrayed against each other. Very few of our teachers, I am happy to believe, govern in this way. A prevailing cheerfulness in most of the schools, coupled with a respectful manner and an evident desire to please the teacher, give evidence of that kind and affectionate, but firm and decided, discipline which, though felt in every part of the school, is not irksome or oppressive to the pupils, but draws and attaches, while it moulds and commands them. A few do not understand the power of a kind word to a dull or wayward pupil. There is power in a smile to win many to the right whom harsh threats or blows will drive only deeper into error and discouragement.

No child ever became brighter by being called stupid, or became better by being always called bad. It is no sign, because by sarcasm we may touch a pupil's sensibilities, that we are doing him good or fulfilling our duties as his instructor. We have rights as citizens

which our government is bound to respect, although it is the law-maker and executor; so the child has rights which the teacher, although supreme in the school-room, is morally bound to regard. Some teachers lack in self-control. Some through physical infirmities, or outside cares and perplexities, always carry to the school-room a sour face and a fretful manner, and the child finding his efforts to please in vain, catches the same spirit, and poor lessons and reproofs, bad deportment and punishment, follow in quick succession through the day, until at night the wearied and disgusted parties gladly separate. A teacher who will not prepare himself physically and mentally for his duties before entering the school-room so that he shall go with a pleasant face and manner, a thorough knowledge of the subject to be taught and well arranged plans for presenting it to the class, should not attempt to teach.

Teachers' Meetings.—Soon after entering upon the discharge of my duties I called the teachers of all grades together, and the importance of such meetings being acknowledged and appreciated by them, an association was formed, and meetings have been holden once a week up to the present time. These meetings have been fully attended, averaging eighty-five per cent. of all the teachers within a radius of two miles, and the interest in them seems on the increase. Many of the questions connected with the instruction and government of schools have been discussed, the best methods of teaching different branches have been illustrated, and a general interchange of views upon educational topics has been made, which I feel assured has resulted in no little good. Inexperienced teachers have possessed themselves of the experience of those older in the work, new and better methods have been adopted by many, and all have been stimulated to greater efforts. Opportunity has been given me to point out for general imitation the excellences noticed in the work of individual teachers, and to correct whatever seemed faulty in the instruction and administration of schools as I visited the different rooms. The teachers have not been satisfied with simply giving assent to that which seemed better, but have earnestly endeavored to incorporate all that was good into their individual schools.

The results are very satisfactory. A new life and activity pervade the rooms; the teachers vie with each other in obtaining results; books upon educational topics are purchased and read, and I hope to see this city second to none in the methods of instruction and the results obtained. The size of the room in which these meetings have been holden has not permitted the extending of invitations to friends of education to be present, but I hope to make such arrangements for the coming year as will enable all interested to be present.

Object Teaching.—The multiplication of books for all grades of schools, adapted to the wants of young and inexperienced teachers, and the demand at examination for a specified amount of the text-book, have lead to an undue amount of memorizing. The mind of the child is crammed with that which it cannot digest or assimilate. In some instances, no discrimination is made between that which will be useful and that which will not, but all alike has been committed by daily tasks, until the name of school and the sight of a school-book have become distasteful to the pupil. Bright-eyed boys and girls have been called stupid until they have lost all ambition to improve. Hearing recitations has been thought to be instruction. The indolent teacher adopts this course because it calls for no special exertion or preparation, and inexperienced teachers because they think it correct to follow the plan marked out in the books. Much is memorized that is not understood, and which, if understood, would be of little value. This habit of memorizing is especially injurious to the children of the lower grades. At an age when the interest is easily excited and ambition stimulated, they are plied with lessons to learn, which they do not comprehend, until they either acquire a dislike for study which prevents them from ever after making good progress, or overtaken nature gives way and the child is taken from school.

It is not wholly the fault of teachers that we have so much of this cramming process in schools; for they have been given credit for their work only in proportion to the amount of the text-book which the different classes could repeat at examination. A more generous view of education, and a different practice in conducting examinations should prevail among those who may have charge of them, and the teacher receive credit for what the pupils understand inside or outside the text-book, and not for what they can repeat.

Nature instructs the child through the medium of the senses. Long before he knows that a word is the sign of an idea, he perceives that the sky is blue, and leaves are green, that the ball is round and the block is square. Let the school teacher take up the work at this point, placing the object or a representation of it before the child, as he gives the name, until the child, when the name is mentioned, will think of the object; then will come size, form, color, structure, uses of each, until the pupil will not only learn something about the ten thousand objects which nature has placed all around him for his instruction, and which he sees every day, and becomes anxious to know about, but he will have been taught that which will be of far more value, the habits of observation and comparison. No book except the reading book should be placed in the hands of the child in the Primary School, and that should be illustrated and explained until

to the pupil, as he reads, the lesson shall become a panorama of new and pleasing ideas.

At the commencement of the winter term I procured a teacher from the Boston Training School, with a twofold purpose in view: first, to bring the object method in teaching before our instructors; and secondly, to prepare the way for establishing a Training School. Last term Miss Clough had charge of the Third Primary School on High Street, and was visited by most of the Primary and Intermediate teachers in the city, many of whom, from suggestions there made, and from the lessons given in the teachers' meetings, have commenced the practice of the same method in their schools with gratifying results. This term Miss Clough has charge of two rooms which represent the two years of our Primary course, and has with her two assistants, who volunteer their services in order to obtain the instruction. This plan, therefore, involves no additional expense to the city, nor will it when carried out in full; but the benefits which it will confer by placing skilful teachers in our Primary Schools will be incalculable. I trust that such a school will be permanently established, and that the school board will require all those who are applicants for situations in the lower grades of school, to spend a part of a year in this school before receiving an appointment.

Primary Schools.—It is hardly possible to over-estimate the importance of these schools. They stand at the foundation of the educational structure. Here is not only commenced the moral, physical and intellectual training of the child, but shape is often given to the whole life. Habits are formed which, like bands of brass, cannot be broken. Virtue or vice will here make impressions that will beautify and adorn, or wither and blast life. Therefore these schools cannot be too carefully watched or too liberally provided for. School buildings commodious and beautiful, with ample play-grounds attached, should occupy sites where the pure air and bright sunshine shall bring health and vigor; pictures that speak with a voice not to be forgotten should adorn the walls; on every side should be found objects to delight and instruct: minerals, flowers, leaves, forms of regular solids, measures of distance, quantity and weight; maps and charts. The best teachers should be provided, for no other position calls for so many and varied talents and acquirements as this. Let the eye be trained to observe, the ear to distinguish, and the hand and tongue to execute. The slates and blackboards should be daily used, and the child first taught to print, then to draw, and after that to write. The recitations should be short, never exceeding twenty minutes in length, and the time intervening should be taken up with such exercises as drawing, printing upon the slates or blackboard, in which the child

will be interested. Singing, gymnastics, object lessons, and other general exercises should be frequent. A printed programme of exercises for Primary Schools, which I prepared and placed in the hands of the teachers, has assisted much in establishing a uniformity in the exercises of the schools.

High School.—The schedule of study for the High School is intended to provide for three distinct wants. The full course embraces all the subjects usually taught in the best High Schools, arranged in their natural order, and is adapted to the wants of those who are able and desire to obtain a liberal education. The partial or three years course embraces all the studies of the full course, except the Latin and French, and is intended for such as desire a good English education but are unable to spend four years in the High School. The classical course is intended only for those who are preparing for college, and should not be pursued by any others, as from it are omitted some of the most useful and practical studies, for the reason that they constitute a part of the college curriculum.

The High School occupies an important place in our educational system. It is the goal to which all aspire, and its influence is felt throughout all the schools, even among those pupils who will never partake of its advantages. I believe it to be worthy of your confidence. In thorough, accurate and extended scholarship it will not suffer in comparison with other schools of a like grade. The excellent deportment to be witnessed in this school is due in part, as it should be in such a school, to the pride of character and the personal dignity of the pupils. Culture and refinement are visible in every exercise.

That which most detracts from its influence and usefulness is the custom of leaving the school before a full course of study is completed. The classes on entering number from fifty to sixty, and on graduating, from two to ten, and the whole school numbers less than ninety. Making due allowance for all causes that prevent pupils from completing a course in school, the graduating class ought to number twenty, and the school one hundred and fifty. If the pupils in the Grammar Schools and in the High School prosecuted their studies with the intention of completing a full course, they would study with more purpose and energy, the results in all the schools would be better, and the value of schooling to individual pupils would be enhanced.

Admission to the High School should depend alone upon the examination. Let the per cent. required be what it may, no after-legislation should affect the results. The influence of examinations for the improvement of scholarship in schools is lost if it is understood that those failing will in some way be afterwards admitted.

Corporal Punishment.—The number of corporal punishments in

school during the past two terms has not been large, and none to my knowledge unduly severe. The highest excellence in school government is attained when good order and good attention to study is obtained without the use of the rod. All teachers know this, and all aspire to such government, but all, of course, cannot be equally successful, nor can it be made a success by any teacher in some schools. It is not a pleasant duty to inflict punishment; and I know that most teachers shrink from it, and only resort to it after every other means of securing obedience has failed. I believe there are as many who fail in teaching from a hesitation to administer the proper correction, as there are of those who use it to excess. Many good teachers succeed in banishing it from the school-room, many more would if left untrammelled, and all would if possible. If home government and influence were what they should be, the necessity of punishment in school would not exist. It is a matter of astonishment, when we consider family training, that so good order is obtained in school with so little severity; and it can only be explained by the fact that every consideration induces the teacher patiently to try every other means of reform before resorting to this. No legislation can add to the influences which restrain the teacher, but may do much to embarrass him.

No other profession can exhibit so few instances of mal-practice in proportion to the extent of cases. Among all the thousands of teachers, from Maine to California, and the tens of thousands of children under their charge, we seldom hear of an abuse of this power, or a mistake in the use of it. If corporal punishment is forbidden in schools, some other form of discipline must be substituted, which, as is the case in the army and navy, may be more severe and objectionable.

Let the schools be carefully watched, and the causes which lead to the infliction of punishment be carefully investigated; and if there are teachers who have not the ability to govern, either through ignorance or lack of self-control, let them be quickly displaced by others more capable; but do not take the right to govern his school from the teacher. If he is not to be trusted to punish, he should not be trusted to instruct. We want men of character in schools, and such men can only be obtained by making the position in every respect responsible and desirable.

Evening Schools.—These schools are provided for those above fifteen years of age who do not attend the day schools. At the commencement of the schools more than four hundred applications were made, and above three hundred and fifty admitted. The following statement shows the attendance in these schools:—

Armory Hall.—Whole number admitted, 248; average attendance, 111.

National Hall.—Whole number admitted, 132; average attendance, 86.

These schools continued in session sixteen weeks, and were not closed until the average weekly attendance in each was below thirty. That these schools accomplished much good, no one will doubt who visited them and saw the earnest desire manifested by the pupils to acquire some education, and the good progress made. After ten hours labor during the day, it must have been no small desire for improvement that induced these boys and girls to bend over books two hours each evening. They deserve encouragement. The schools were successfully managed by experienced teachers, and every assistance was rendered the pupils who attended.

Factory Schools.—The law providing for the education of children employed in manufacturing establishments, has not been complied with in Fall River. This neglect has not been through any desire on the part of the employers to evade the law, or any lack of interest in the welfare of their operatives; but on account of the difficulties that lay in the way of carrying out the provisions of the law, the chief of which was the inability of many parents to support their families if deprived of the earnings of their children.

Visiting the different manufacturing establishments and obtaining from the pay rolls the number of children employed, I estimated the number thus employed, who should attend school a part of the year, at eight hundred. Knowing that we had no school accommodations for such a number, and that if they were turned out of the mills, new buildings would have to be erected, which would be used only a part of the year; that the mills a part of the time would be short of help, and at other seasons only a part could obtain employment, I felt desirous to meet the question in such a way that no disadvantage should accrue to manufacturing or school interests. With this design I visited many of the agents and superintendents of the different corporations, to obtain advice and assistance. From every one I received assurance of his interest in the subject, and readiness to co-operate in any plan which promised a solution of the difficulty. The plan which I proposed, of establishing ungraded schools sufficient to accommodate one-fourth of these children at a time, leaving the remainder employed, and at the end of three months returning these to the mills and taking out another fourth, and so on, until each child had attended school three months, was regarded with general favor by those connected with the manufacturing interests, and by General H. K. Oliver, whose special duty it is to see to the enforcement of this law.

Bringing the matter before the school board, it was approved of by them, and a special committee appointed to put these schools in operation. Want of money to carry the plan into execution made it necessary to wait for a new appropriation. The time has now arrived when action can be taken, and it is to be hoped that the coming month will see such schools in successful operation.

In Lowell and Lawrence, where, to some extent, the law is carried out, there is a far less proportional number of children, and they attend the regular schools, but so great is the detriment to those schools from the irregular attendance, that some other plan will undoubtedly be adopted. This subject needs no arguments in its favor. The welfare of the children, the interests of the community, and the spirit of our republican institutions alike demand that we allow none to grow up in ignorance in the midst of us.

Superintendent.—M. W. TEWKSBURY.

FREETOWN.

Discipline.—That system and good order are the very first requisites to a successful school, cannot be denied. How shall the enforcement of discipline be effected? There is a great difference in teachers; some maintain a certain degree of composure and dignity which commands respect; others, by extreme loquacity and relaxation of government, lose all control over their pupils, and “school-room anarchy is the order of the day.” The discipline of the schools the past year, with a few exceptional cases, has been worthy of commendation. Believing that habits of order, whether in their application to bodily or mental action, are essential to any tolerable improvement, the committee have been anxious to establish in our schools a discipline which, while it claims unqualified respect for the majesty of law, yet recognizes, as far as possible, the republican principle of self-government, but in no case has the right to inflict corporal punishment been denied the teacher.

General Remarks.—We cannot forbear urging anew upon the attention of the people of the town, the great advantage to be derived from the abandonment of the district system. The experience of each year exposes new evils arising out of it, and confirms the conclusion stated in former reports. The committee are fully convinced that if our people will give the subject a candid and careful consideration, they must see how important this change will be to the interests of the schools. There is no subject upon which the real friends of education are so united as upon this. A large number of towns and cities in the Commonwealth have already abandoned the system, and, after having done

so, none have returned to it again, so far as is known. In all of our neighboring towns where there are no districts, there are better schools with the same or less expenditure of money. We have had repeated applications from the people in some districts to send their children to the schools of another. We could not grant this favor under the present system and do justice to all, therefore it has been denied in every case. Not that we think a child who lives in a district where there are forty or fifty scholars should have any greater facilities for obtaining a Common School education than one who lives where there are but twenty or twenty-five scholars. On the contrary, we are of the opinion that all should enjoy the same equal privileges in this respect. Is this opinion right? If so, do not be alarmed at the sound of the words, "abolition of the district system." It proposes to abolish nothing without repaying that which shall be of more value. Do not think your personal interests are to be left uncared for. The object is to guard all those interests with increased vigilance. Above all, do not allow your honest eyes to be so blinded by unworthy prejudices but that you can look candidly at both sides. We ask only that you consider as independent men, the probable effect of the contemplated change, and are entirely willing to leave the decision with yourselves. We would not if we could, put the responsibility elsewhere than on the vote of the whole people. In answer to a possible objection about the transfer of district property to the town, the statute provides that not one dollar shall be taken without an equivalent return. "All such property in the various districts is to be appraised and paid for out of the town treasury." (General Statutes, 221.) The tax is levied equally on all parts of the town for the express purpose of educating the whole mass of the people without distinction, and there should be equality of privileges which would be secured under the new system, but which never can be under the present one. But we will not dwell longer on this point, believing that "a word to the wise is sufficient."

School Committee.—S. R. BRIGGS, RUEL WASHBURN, THOS. G. NICHOLS.

MANSFIELD.

Children are by no means devoid of sensibility, and they should never be made the subjects of ridicule and invidious comparison. These often inflict a wound upon the spirits, the recollection of which time will not efface. Do not ascribe to carelessness and indifference what is due to dulness of perception. If a pupil does as well as he can, and calls "three times three six," or substitutes oceans for dry land, correct the mistakes patiently. Gain the affection and confidence of the pupils by kindness and courtesy. A feeling of animosity

or even coldness between the teacher and pupil is fatal to success. The most successful disciplinarian is not the irritable, nervous teacher, fretting at every omission of duty; but the calm and equable in temper, dignified in her intercourse with her pupils, firm in maintaining the right, and who can administer reproof and correction without giving offence. Those pupils who need help, should receive it in a kind and judicious way, and with a spirit that exhibits no unwillingness or impatience. The weak and sluggish may, by-and-by, be the strong ones in character and intellect. Whether they will or not, they deserve a teacher's sympathy and care, and need a friendly hand to help them over hard places as well as those more favored by wealth and position. There is no avocation in life where a greater amount of permanent good can be done, and there is none with greater responsibility.

Perhaps there is nothing that has so bad an influence upon our schools as the frequent change of teachers. There is a loss in exchanging even if others equally good are secured. It occasions unnecessary expense to the parents and loss of time to the pupils. No teacher during the first month, can do more than prepare the pupils to receive instruction by her method, and to become acquainted with the condition and wants of the school. I refer to those schools which have been under competent instructors; where such is not the case, the new teacher has an opportunity of doing more good during the first part of the term, than at any subsequent period. It may be asked, "If poor teachers are engaged ought they to be retained?" By no means; the quicker they are discharged the better it is for the schools. But how often is incompetency the real cause of dismissing a teacher? We have had only two teachers in town during the past three years, who have been retained more than two terms in the same school, while in the majority of cases a change is made every term. Does any one suppose that among the sixty different teachers employed in town during the past three years, only two of them have proved sufficiently successful to justify the agents in retaining them more than one year? Some changes will necessarily occur in consequence of offers of increased compensation or some other cause, but whenever a teacher has taught successfully, and is disposed to continue her professional service, let her claims be recognized during every subsequent year, in preference to any other teacher.

Superintendent.—T. E. GROVER.

NEW BEDFORD.

Several school-rooms have been supplied with new furniture. The old seats of by-gone days have given place to single desks with chairs

of the most approved pattern, adding greatly to the improved appearance of the school-room and the comfort and convenience of the scholars, as well as the order, neatness and taste of the school. Outward surroundings bear an important part in educational influences. It is hoped that hereafter, as heretofore, whenever there may be occasion for new desks for the scholars, that single instead of double desks will receive a decided preference. The scholars in our Public Schools spend thirty hours per week in the school-room, while our churches are only occupied less than a third part of that time, and yet the floors of the latter are carpeted and the seats cushioned, and great expense incurred to make them beautiful and attractive, while the school-rooms are uncarpeted and uncomfortable, and but little is done to adorn the rooms or to gratify the taste. The scholars are at an age, when to sit still with the most comfortable seats is more difficult, and also if the seats are uncomfortable, is more dangerous to health, than for adult church-goers; when adornments and conveniences would have greater influence in permanently moulding the taste and feelings, and developing right conduct and character than in adults. We do not mention these matters that less may be done for the church, but that more may be done for the school-room. While the one is properly remembered, the other should not be neglected. But it may be asked, Do you propose to finish and furnish a school-room as nicely as a church? We ask, Why not? We have shown that there is greater need of it, and it would not be abused. No boy tries his jack-knife on the pew of a nice church or on his mother's nice parlor furniture, and he would not on the equally nice furniture of the school-room.

Salaries.—The salaries of our male teachers have been increased during the year about twenty-five per cent. making them correspond more nearly with the price paid for similar services in other cities of the Commonwealth. The salaries of the female teachers are substantially the same as last year, being a little less than one-third as much as we pay our male teachers. Why a woman who performs the same service as a man, and does the work equally as well, should not have the same pay, is a question we must leave to others to solve. The compensation of our female teachers is but little if any more than that paid for uneducated labor. We believe justice to them requires that their salaries should be increased, and we feel justified in advocating the increase, not for simple justice to them alone, but because it would bring to the work better minds, more efficient workers, and thus elevate not only our Public Schools, but the whole community.

Adult Evening Schools.—The first adult Evening School established in this city was opened in December, 1847, and has been continued every winter since. The past year we have had two such schools, one

in Sears' Hall, on Cheapside, the other, to accommodate those living in the northerly part of the city, in the building on the south-west corner of Pearl and Purchase Streets. There are three teachers employed in each of these schools. Each school is opened three evenings in each week for the admission of pupils of both sexes. The whole number of scholars in the Sears' Hall School is, males sixty, females thirty-four. In the North School, males sixty-five, females fifty-three. The scholars appear to be interested, diligent and anxious to learn, and these schools seem to be supplying a want that would be otherwise neglected.

Conclusion.—In concluding our report, we desire to tender our tribute to the labor and influence of teachers. No class of the community performs more important labor, and no class exerts greater or more permanent influence. The teacher is emphatically a producer, for his labor is to develop and train brain-power, and this is the most productive of all power. It enables the farmer to produce more from his acres, the manufacturer more from his machinery, the merchant more from his ventures; without it the professional man would be worthless; with it the common laboring man devises modes of accomplishing his work with greater ease and rapidity. But it is not in developing brain-power only or chiefly that the teacher's service is valuable. His influence in forming correct habits of thinking and feeling is where the great value of his service rests. The training to close and accurate observation and investigation, to promptitude, to industry, to acting from high and honorable motives, a true *esprit de corps*, to a correct taste, to a love of humanity, of country, and of God, these are transcendently more important than a knowledge of arithmetic, grammar and geography and all the knowledge of the books. While the books should be attended to, the weightier matters should not be neglected. We would raise high our ideal standard of the teacher, and then try to find teachers that come up to our standard.

As an inducement to teachers to elevate themselves to our standard, we feel that it is necessary they should be better compensated financially, and better honored by a proper appreciation and recognition of the dignity and worth of their labor and influence in training our children for the highest usefulness and the truest Christianity.

Chairman.—CHARLES ALMY.

Discipline.—If scholars of either sex, attending regular schools, exhibit confirmed habits of truancy, or characteristics so perverse or pernicious in influence, as to render continuance in those schools unprofitable or improper, they are transferred to the Ungraded School. If the habit of truancy be still persisted in, the services of the truant

officer are called into requisition, who follows up the offenders with sedulous attention, allowing them no rest in their evil courses, and endeavoring to inspire the conviction that those courses will prove practically unprofitable. If this expedient fails, we have, so far as boys are concerned, the further recourse of a complaint to the police justice, and a sentence, for a longer or shorter period, to the Farm School.

Thus there is a complete and effective system of control; the grossly offending are removed from opportunity of exerting an injurious influence over innocent companions, and a succession of appliances meets the obstinate wrong doer, that finally arrests him in his vicious progress. So long as our several disciplinary agencies, the truant officer, the Ungraded School and the Farm School shall continue as effective as at present, I can suggest nothing that would better serve the purpose.

But before I leave this topic, it is my duty to say that, in some respects, we do not realize all the good results of which our system is capable. I refer to the conditions under which the truant officer, Mr. Sears, has prosecuted his labors. While he has devoted much time to them, and amply proved by his success their inestimable importance, he has done all in addition to his ordinary duties as a police officer. He has been excused from none of those duties on this account. He has not been directed to report for instructions to the school authorities; consequently there has not been that system of action on which the largest efficiency must manifestly depend. During the sessions of the schools he should be detailed for school services, so as to acquaint himself thoroughly with the condition of every child, within the prescribed school years, who is not a regular attendant upon school, and to follow up every case of truancy with prompt attention. Moreover, in consequence of the desultory manner in which he has been compelled to operate, he has given comparatively little attention to the ordinance respecting "neglected children" of which he is the executive officer, and thus a field of inquiry and action of vital importance, remains almost entirely in abeyance.

Organization.—In a second fundamental particular our school system has been placed in a highly satisfactory condition, viz.: its organization.

During past years the schools in the city proper have been divided into four grades, Primary, Intermedial, Grammar and High, that had certain common limits, and preserved a certain degree of uniformity in their several schools. But in reality, so vague and general were the prescriptions under which they were operating, that no two schools of the same grade were constituted on the same basis. Each was subdivided into as many classes as suited the ideas of its own teachers,

producing great diversity of structure. And the range of study was correspondingly irregular.

The existence of the Intermedial grade, moreover, that originated in a false principle of classification, was constantly producing trouble in regard to discipline, and anomalies in regard to study.

Radical changes have accordingly been instituted. The Intermedial grade has been abolished in theory all over the city, and in fact also, so far as circumstances would allow. Thus the upper classes of the Merrimac, Parker and Maxfield Street Intermedials have been united with the Parker Street Grammar School, enlarging its numbers to nearly 400, and their remaining classes now constitute the upper classes of thoroughly classified Primary Schools, which occupy the entire buildings in which they are located.

The Grammar Schools were similarly working, each according to its own peculiar classification and methods ; having in common only the terrible bugbear of an arbitrary technical examination for admission to the High School, occurring twice a year, for which, of necessity, they were preparing their scholars by an equally technical course of study.

This condition of things has been regenerated. The schools of this grade have been reorganized on a common basis, so constituted, that the scholars are to be moved forward in mass from class to class on a scale of minimum requirement, that will give average ability and application a fair chance. And thus ascending, at the proper stage of advancement, they will be forwarded, after having been tested by a thorough but not an arbitrary and repressive examination, held once a year only, into the High School.

Course of Study.—Having described the improvements in regard to discipline and organization, it remains to speak of proposed changes in the course of study.

The preparation of such a course of study has been the chief object of my thought and attention during the past year. The teachers have been summoned to aid me, which they have done with deep interest and intelligent appreciation. Many meetings have been held, that have been carefully prepared for by all, and fully attended ; and every point relating to the subject has been passed in thoughtful review.

I have consulted and compared together the graded courses of study of the leading cities of the West, of which the schools take rank as being under the finest organizations ; earnest to pick up from every quarter the most profitable practicable suggestions to be found.

The results of these studies and inquiries are embodied in the manual of study which I now submit to you, and which, with your authority, will be printed as a component part of this report. I trust,

also, that before the expiration of the year, you will feel justified to adopt and prescribe it for the use of the schools.*

Evening Schools.—In the course of last spring it occurred to the committee on Evening Schools that the one school heretofore maintained in the heart of the city was not answering the needs of the public. Accordingly they were authorized by the board to open a second school in the north part of the city in the vicinity of the Wam-sutta Mills. The Mission Chapel was secured for the purpose; and although the accommodations were wretchedly insufficient, more than a hundred youth, most of them at work in the daytime in the mills, eagerly and steadily availed themselves of the opportunities of education thus offered them.

Animated by this success, and feeling that a momentous principle was involved in this experiment, the committee determined to re-open the North School in addition to the Centre School, this fall; securing for the purpose the only available room in the desired locality, a store on the corner of Pearl and Purchase Streets.

And as had been the case in the spring, a throng of youth, nearly all of them operatives in the mills, were present at the opening of the school, and have been uniform in attendance to the present time. .

The Centre School has also been prosperous in its numbers, continuing as effective and important as ever.

And now, gentlemen, I call your serious attention to the suggestions that force themselves upon us out of this successful experiment. The State has lately authorized school committees, on certain conditions, to establish Evening Schools; and is it not your duty to put the North Evening School on a permanent basis, to be continued, like our Day Schools, all the year round? Is not this the only practicable way to solve the question how children who are at work in manufacturing establishments shall be educated? Hitherto no legislation has been able to reach the heart of this momentous question. The laws now existing with that intent, require that no child shall be employed in a manufacturing establishment unless he have had three months schooling during the previous year, and unless he be discharged so as to receive that amount of schooling each and every year.

But when it is considered that such children are usually comparatively backward in knowledge, and cannot be satisfactorily classed and taught in our regular Day Schools, it seems extremely desirable to secure their instruction in the fundamentals of education, by some other means, that will not interrupt their labor. Shall we not then establish Evening Schools for them? Such schools have been carried on elsewhere with marked success, making labor steady, preventing

* Appended to these extracts.—J. W.

individual distress, freeing communities from a pauper population, and relieving the regular Day Schools of an exceptional and difficult class of pupils.

I know how strong the argument is, that it is cruel to force children who have been confined all day at hard physical labor to a season of study in the evening. But in reality the change from toil of body to toil of mind is in some respects a relief. Again, the number of hours required of children in mills is considerably less than was formerly the case; so that this argument, once overwhelming, is now shorn of much of its application and power. And furthermore, no evil that is merely problematical should be allowed to outweigh that of permitting so many of our youth to grow up in ignorance, a fact which has nothing problematical about its harsh and dangerous features.

Competent Teachers.—In each of my reports I have taken occasion to offer some pointed and earnest words on the importance of securing the right class of teachers for our schools. For no system however excellent, and no expedients however sagacious can compensate for a deficiency in this regard. The responsibility of a school committee presses more heavily and solemnly upon its members in this particular than any other, because in no other is unfaithfulness so instantly and injuriously visited on the youth who are committed to their charge.

But I have a special point now in mind in this connection. It is that we need equally well trained and capable teachers for every class in our schools. An idea has seemed to exist at times in the minds of some members of school committees, that it is not of special consequence who may be appointed to fill the place of an assistant in an Intermedial or Primary School. A principal must be a person of experience; but a girl, just graduated from the High School perhaps, without special training or experience, will do for an assistant.

Now I respectfully urge the question, wherein, so far as the intellectual work of a school is concerned, do the labor and responsibility of an assistant differ from those of a principal? She has the entire control of her own classes, her own peculiar methods of instruction, perhaps her own separate room; and very likely has to evolve the course she shall pursue out of her own brain.

See then the disastrous fruits of the unfortunate notion that I have adverted to! A class of scholars passes from the charge of a highly cultured, thoroughly trained and eminently successful Primary School principal, who has admirably developed and cultivated their minds, into that of an assistant in an Intermedial School who is just making her first attempt at teaching. And what is the consequence? In the course of a few months, all that was bright and salient about their mental condition is smothered out of them, and they subside into the

prosy, formal, soulless routine, of which alone a teacher, so new to her work, is at present capable. Again and again has this precise state of things occurred.

And equally, the classes of a Primary School, from the very youngest, need the services of teachers as accomplished as it is in the power of the committee to find. No truth more serious and rigidly true can be spoken, than that the time lost to a scholar at any stage of his progress, through the inefficiency or misguidance of his teacher, is an abiding loss all the way through his subsequent course. Committees and the public have yet to realize the deep significance of the statement that the work of the Primary assistant has direct and appreciable bearing on the High School.

How far under such circumstances, since accomplished teachers may be procured if duly sought for, have our school committees a moral right to make the school-room a training field for inexperience? This is a grave question.

So much at least is certain: that every practicable expedient should be anxiously adopted to fit those whom it may be desirable to put in charge of our children, for their responsible duties. For this end, a Normal class was instituted in the High School in the fall of 1865, and excellent results have been secured so far as relates to the inculcation of abstract principles. And I propose, as soon as possible, to initiate a series of practical lectures with that class, to occur in the school-rooms of the various grades. But these expedients will not accomplish all that is desired. Nothing can compensate for the want of positive experience in the art of teaching, acquired under competent direction.

I therefore propose to the board to supplement these provisions by another, that has been tried elsewhere with excellent results. It is that each inexperienced person, who may have been placed on our list of candidates for teacherships, or may be seeking such preferment, shall be required to pass a season of two or three months in one or more of our most approved schools, that they may become conversant with the methods of teaching and discipline, that are in vogue in those schools; and, also, by instructing classes from time to time under the direction of the teachers, demonstrate the measure of their aptitudes and fitness. By this means they will be enabled, on their part, to assume the duties of a regular teacher with greater confidence and more immediate usefulness, while the committee will obtain the means to discriminate wisely, and out of the material that may be at their disposal, always to select the best.

I make this proposition in the conviction that it is perfectly feasible, and in the earnest desire to interpose one more barrier to what is now

the chief defect in our operations,—the occasional committal of a school to the charge of an inexperienced or incompetent teacher.

Aids to Teaching.—I desire to call the immediate and interested attention of the committee to another point, viz.: the absence, in all the schools of the Grammar and Primary grades, of adequate means whereby to illustrate the lessons of the classes.

This is not a new defect, nor is it peculiar to New Bedford. It prevails almost everywhere, and its prevalence is a standing and sarcastic commentary on the boastful spirit so constantly manifested in relation to our school system. Our cities and towns build splendid school-houses and furnish them with elegant desks for the scholars to sit at, and put a few outline maps on the walls and a few reference books on the teachers' desks, and then congratulate themselves on the superior equipments of their schools.

Such equipments, comparatively speaking, amount to nothing. The teachers are compelled to violate the order of nature in connection with almost every study, and teach the facts they deal with as abstractions alone,—which is the very means to communicate vague or false ideas,—because of the want of objects whereby to illustrate them.

I doubt, whether, in so many as a score of New England Grammar Schools, there are even so much as sets of weights and measures whereby to exemplify the denominate tables. Children are taught that four gills make a pint and three feet make a yard, yet are never shown a gill or pint measure, or a foot rule or a yardstick, whereby to impress on their minds the practical reality; except where, here and there, an interested teacher has more forethought than his employers and provides some of these assistances himself.

At what a comparatively slight expense, cabinets of objects to illustrate all the prominent subjects taught or to be taught in our schools, might be provided! Our new manual emphatically instructs the teachers to teach every lesson by means of objects, so far as practicable. Are you willing, gentlemen, to make this direction a pitiable nullity, and insist on poor teaching, by allowing the want of illustrative objects to continue? I do not believe it; for it would be utterly inconsistent with the progressive character of your legislation.

Superintendent.—HENRY F. HARRINGTON.

GRADED COURSE OF INSTRUCTION FOR THE PUBLIC SCHOOLS OF NEW BEDFORD, WITH ACCOMPANYING DIRECTIONS TO TEACHERS.

Course of Instruction.—The teachers in the service of the city are enjoined to bestow careful attention on the contents of this Manual of Instruction, which is intended to serve several very important purposes. First, to embody in a systematic form such principles in reference to education, as shall clearly indicate to the teachers what the school authorities hold to be the true philosophy on the

subject, so that there shall be one common starting point of purpose and endeavor. Second, to furnish such specific directions and suggestions, as shall equip new teachers with abundant instrumentalities for profitable exertion. Third, to establish a system of study based on subjects rather than text-books, so that the teachers will be able to discriminate between what is useful and what is useless in the text-books, and discard the latter; and thus to make the text-books their servants and not their masters. Fourth, to organize the studies of the schools on a carefully graded basis, so that there shall be uniformity in the course of study prosecuted in similar schools or classes, and thus the authorities be able readily to compare one school with another, and to make transfers from one school to another. Fifth, to inform the parents and friends of our scholars in a concise and definite manner, what is embraced in a complete course of study, and what, at any stage of their progress, their children may be presumed to have been taught. These, it will instantly appear, are all points of peculiar interest and importance; and the directions of this Manual will be strictly adhered to and enforced.

Organization of the Schools.—The fully organized schools are divided into three grades, viz., Primary, Grammar, and High.

The course of study, for all these grades, is arranged to occupy thirteen years

The grades are subdivided into classes, corresponding to the number of school years. Of these classes, four are included in the Primary grade, five in the Grammar grade, and four in the High grade.

The classes in the Primary grade, and part of the classes in the Grammar grade will be subdivided into sections; but no class is to have more than two sections, except in case of positive necessity.

The country schools will conform to the directions of this Manual, as far as circumstances will allow.

General Directions.—There are certain fundamental principles pertaining to the instruction of youth, that it is incumbent on teachers to appreciate and refer to, as the indispensable groundwork of real success. Some of them are as follows:—

1. A worthy and aspiring character is of far more importance in human life than the highest triumphs of mind, if the two are to be separated. Let the teacher, therefore, solemnly and constantly hold this truth in view, impress it on the minds of the scholars, and make the school a training field for the achievement of moral as well as of intellectual successes.

2. There is something of far greater influence in the school-room than any formal principles and rules that the teacher may institute for the discipline of his school; and that is his real character, as it unconsciously manifests itself in his ordinary words and deeds. It is this unconscious influence that is the paramount moral force in the school-room, giving it its predominating tone, and correspondingly moulding the characters of the scholars. It is something whose realities no hypocrisy can either feign or conceal. Above all things, therefore, it behooves the teacher to be of such a spirit, that his instincts and impulses shall all be pure and true.

3. The natural order of development of a child's faculties is, 1st, Perceptive; 2d, Conceptive; 3d, Reasoning. And this is also the natural order of mental

action in investigating any particular subject. It is of the first importance, therefore, at every stage of progress, to address the perceptions first. Half the efforts of teachers in general are worse than wasted, because they are satisfied to present the topics of study to their scholars in an abstract form. Of a consequence, there being no exercise of the perceptions, the conceptions, framed out of vague abstractions, are likely to be false or grossly distorted. Let this then be a fundamental rule; always to illustrate the studies with appropriate visible objects when time and opportunity will permit.

4. Manners are of so much importance as to have been characterized as Minor Morals. That only is a good school, therefore, in which the teacher, uniformly setting an attractive example of graceful and refined demeanor, rigidly insists on good manners in the scholars, reproofing every instance of unbecoming behavior. In like manner every violation of the proprieties of speech is to be corrected. No remark, under any circumstances, should be allowed in the school-room that is not properly worded. No study or effort in later years, will thoroughly correct the bad habits in this regard that have been formed in childhood. Therefore let all the intercourse of the school-room, as well as every formal recitation, be an exercise in the use of language; habituating the scholars to correct, exact and elegant modes of expression. Let every question be required to be pointed and precise; every answer to embrace a complete proposition.

5. A sound body is necessary to a sound mind. Therefore let the utmost attention be given to secure a pure atmosphere in the school-room; let the postures of the scholars be so regulated as to avoid unnecessary fatigue; and the intellectual exercises be relieved by physical, to strengthen and cultivate muscle as well as mind.

6. Last but not least of these grand leading directions, the teacher must be actuated by an intense enthusiasm in the work of the school-room. Nothing can compensate for the want of that.

Discipline.—The first step toward the successful government of a school is self-government in the teacher. Loss of temper is loss of power and prestige. There should be so much hearty sympathy with childhood, notwithstanding its faults and short-comings, so much profound sorrow at every exhibition of vicious propensities by a scholar, as to make it well nigh impossible for a scholar to provoke the teacher to anger. Such a result should never appear.

Corporal punishment as a last resort in cases of obstinate misconduct, is not forbidden. But it is to be inflicted apart from the school, in measure proportioned to the offence, and long enough after the offence for calm and sober reflection on the part of both teacher and pupil. By that time an honest and candid confession of wrong by the pupil may supersede the necessity of punishment.

Wholesale threats should never be made by a teacher, that in a certain contingency corporal punishment will be inflicted. For the offender may happen to be one so constituted or situated that such punishment will be improper; and thus the teacher's word must be made good to the scholar's injury, or broken to the injury of the discipline of the school.

Whatever inflicts bodily pain or places in physical fear, is, strictly speaking, corporal punishment. And let no teacher, through a desire to avoid multiplying

such cases, have recourse to practices that produce all the pernicious effects of formal and acknowledged corporal punishment, without any possible good. Such practices are meant as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained and painful positions and the like. All such dodging substitutes are expressly forbidden. If the teacher's judgment and conscience demand that corporal punishment should be inflicted, let it be inflicted in a proper way and honestly and fairly recorded.

Let it be carefully remembered that a candid confession of wrong on the teacher's part,—and what teacher does not sometimes err?—will strengthen rather than weaken authority; while evasion or duplicity to cover it over begets unmeasured contempt.

Order in school is of the first importance; at the same time that school is best governed in which there is the least appearance of government. A noisy teacher makes a noisy school. Nervous and reiterated calls to order, or frequently calling out the names of disorderly scholars, creates the necessity of ceaseless repetitions of the same kind. Let there be perfect system, maintained by signals with a bell or taps, as light and noiseless as possible.

Mental Discipline.—Mental discipline is an essential object of intellectual education, since without the power of using the faculties of the mind to good advantage in dealing with the facts that may be learned, those facts will prove only useless lumber in the memory. And there can be no discipline without methodized labor.

No study or portion of study is to be imposed solely for the vicarious purpose of disciplining the mind. For it is believed that substantial discipline will be acquired from all studies that are practically useful, if they be thoroughly and earnestly pursued. And we have no time in our schools for anything beyond the practically useful. But it is specially enjoined that every prescribed study be taught in such a systematic and methodical as well as interesting manner, as healthfully to task the powers of the scholar. Whether the teaching be oral or from text-books, it must start from clearly stated principles, and be methodical, thorough and tasking, or it will merely touch the surface of the scholar's mind and be forgotten, or leave only vague and confused impressions behind it.

It is important, therefore, that scholars should not be helped over difficulties that they are able to overcome themselves.

It is equally important on the other hand, that they should not be engaged in studies that are in advance of the sufficient maturity of their minds to understand them. There is all the difference in the world between the activities of a mind that is healthfully put upon its energies within the sphere of its capacity, and those that it exerts in a struggle to grasp what is beyond its capacity. Some scholars suffer from the want of a little assistance given at the proper time and in the proper way. This should never be direct, but by starting back to some point which they do understand, let them be led up to the difficulties to be encountered. The principal difficulties in a scholar's path lie in his inability to apply principles to examples that vary in form and phraseology from the illustrations given him when he learned the principles. The similarity of examples should be shown.

Teachers should be very careful not to talk too much themselves when hear-

ing recitations. They should question, and so make their scholars talk; and lead them to think and reason and inquire. The talking, in general, should be mostly on the scholar's side.

The power of attention is essential to the successful prosecution of study at every stage of progress; and the best efforts of teachers should be directed to the cultivation of this great power.

Let no teacher imagine that there can be no mental discipline unless in connection with such hard work as is distasteful and irksome. The best discipline is often attained from delightful exercises. A study may be a positive recreation, and still exact the profoundest effort.

The Study of Language.—The most important of all studies up to the highest classes in the school course, at which time it may be supposed to have been sufficiently acquired, is the study of language. For words are the symbols of thought, and the keys to all other studies. Just in proportion to the extent of a person's knowledge of language, is, in general terms, the range of his mind; since, in a practical light, we cannot think without words. The greatest impediment to the intelligent progress of our youth, as their studies have heretofore been prescribed, has been, that their knowledge of language has by no means kept pace with the sequence of their studies; so that the majority of them have not understood the meaning of the phraseology of the new text-books, that they have been put upon from time to time. Therefore the exercises on which the study of language depends, must receive, at every stage of progress, the most careful attention. These are Reading, Compositions, Abstracts, Definitions, etc.

Reading.—Good reading implies two distinct processes carried on at one and the same moment, viz.: comprehension of the author's meaning, and power to convey to others an intelligent and adequate idea of it. The training of the scholar in reading, therefore, involves two separate kinds of instruction; one of the mind, the other of the voice. Neither of these must be sacrificed to the other, and receive disproportionate attention.

It is very common to give undue prominence to the training of the voice to the prejudice of reading as an intellectual exercise. This has arisen, in part, from the influence of the elaborated lessons on Elocution prefixed to the reading books, which have impressed some teachers with the idea that a fine elocution is the main object of the exercise of reading. Many teachers accordingly limit the amount of the reading of their classes for a whole term, to a few rhetorical pieces, bestowing attention on nothing except the drill in articulation and modulation. This course renders the vocal training itself well nigh useless. For how can scholars modulate correctly passages of which they do not know the sense? And, not having been taught a knowledge of language enough to understand the meaning of what they read, they never know how to employ their lessons on elocution.

While all positive faults of reading are *always* to be noticed, such as hesitating, repeating or clipping words, catching, cadences at the pauses, singsong emphasis, stumbling, indistinctness of utterance and the like, express drill in elocution should not occupy more than *two-fifths* of the time given to the reading exercises; or two lessons out of five. The other three should be devoted to purely intellectual ends; such as thoroughly mastering the thought and emotions

of the pieces that may be read, by means of questions to elucidate their scope; the historical, biographical and other references; the etymology and meaning of words; the character of the style, and the peculiarities of the imagery.

Fluency in the utterance of sentences, without appreciation of their meaning, is a useless performance. And a single sentence or paragraph often answers a better purpose for a lesson than an entire page. Still the great mass of scholars need to be taught how to read common literature *well*, more than how to read a few pieces admirably. The fewer the pieces that may be read, the narrower the range of familiarity with the gems of literature, and with the varieties of style; and the less probability of acquiring a taste for reading. And very much, under an enthusiastic, judicious teacher, fond of literature and conversant with its attributes, can be accomplished in simply reading selections, without special drill of any kind.

One or more words from the reading lesson, well explained and understood, should be added to the scholar's vocabulary every day. For this purpose let new words that occur be practiced upon by means of writing exercises, by being compared with their synonymes and wrought into sentences.

To tell a scholar that he does not read a passage correctly, without practically exemplifying the correct reading, is a waste of time. To keep a passage in circulation around a class, telling the scholars successively called on, "to try and read it better than it has been read before," not having given the correct reading, is a still greater waste and loss. One cannot teach elocution by abstract directions. It is taught only by model and imitation.

For the teacher to enunciate a passage as a model, without requiring precise conformity by the scholar, is almost equally futile.

Some teachers have a good deal of reading in concert. Let it be understood that this method is an injury, and involves a loss of time, except when used as an accessory in teaching elocution. For each scholar so reading is trammelled by the consciousness that he is to keep exact tone and pace with the others, and all nice individuality of expression is lost. Besides, the lazy take advantage and move their lips without enunciating at all.

But in teaching elocution it is an almost indispensable helper. For a class, *as a whole*, will catch and deliver with nicety, tones and inflections that an individual is unable to give correctly. Let the teacher begin a reading exercise by reading with true spirit and propriety the whole piece that forms the lesson. Then let him take up the first sentence, and call on the scholar to imitate his rendering of it. If he give it incorrectly, let him appeal to the class to give it, then call on the individual again. If still wrong, appeal again to the class; and so forward until every requisite tone is given with precision.

But after all, the chief obstacle to the successful teaching of reading is the sluggishness of teachers themselves. Dronish, monotonous formality in such a connection is fatal. Enthusiasm is essential to good teaching in all branches, but especially when reading is to be taught. There must be a vivid, irresistible inspiration in the exercise, or the scholars had better be doing something else.

Compositions, Written Abstracts, etc.—There is no instrumentality so useful as the exercises that may be classified under this head. Nowhere is there such thorough and accurate as well as rapid progress, as where it is employed. It creates much labor for the teacher, but it affects the deepest life of the school.

By nothing else is the study of language so profitably aided, and in its various forms and methods, it is earnestly prescribed.

Compositions are usually hateful things. It is because the subjects assigned are very often abstract and difficult, and the exercise is required to be of a length that is appalling to those who perhaps have had so little true practice in thinking, and giving expression to thought in writing, that they exhaust their power in penning a few sentences. Formal compositions would have come with far more freedom and merit from the classes in the High School, if the scholars had had systematic preparatory training in this direction in the lower grades.

Such training may be begun with success and profit in Primary Schools. As soon as children are able to write script legibly, they are able to write compositions. And such writing may be made one of the pleasantest exercises ever prescribed.

But it must be imposed in simple and attractive ways; and the same may be said in regard to it, in connection with all the classes up to the High School. It may be at one time an object lesson, first given in an interesting manner, to be written off from memory; second, a brief, impressive anecdote or story, first clearly and intelligently read by the teacher, to be related by the scholars in writing, after an interval long enough to test their attention and memory; third, a letter required, to describe some event that has been witnessed by all; fourth, a list of words prescribed, to be wrought into appropriate sentences; fifth, elliptical sentences prescribed, the pupils to supply the lacking words; sixth, single words assigned, for sentences to be made from; seventh, sentences partly written, the scholars to complete them, making perfect sense; eighth, sentences or paragraphs misspelled, and without capitals or punctuation, to be written out in a proper manner; ninth, passages to be written from dictation, to test the scholars' power to catch correctly what falls from others' lips.

These and other methods of the kind may be introduced and so varied, as to be among the most interesting of the school exercises, as they will also prove among the most useful.

Abstracts of lessons is another form of compositions, of exceeding value. It is well to encourage the scholars to use their own language in their abstracts as far as they are able; and no composition of any kind should be passed by until all its defects have been carefully pointed out and corrected. It is well to return compositions, after the mistakes have been indicated, to be re-written. Let the teachers strive to perfect their scholars in those fundamental attributes of a good style, exactness and condensation.

Written reviews are of high value. They cultivate thoroughness and accuracy of scholarship, and freedom and skill in the use of language. An excellent method of conducting them is to write several topics distinctly on the blackboard, and require the scholars to enlarge on them as fully and accurately as possible. Another is to propose several questions involving the most important points in what has been studied, and require full and accurate replies.

Writing.—The most profitable way of teaching writing in copy books, is by making it a simultaneous class exercise, conducted by counting, all the members of the class thus attending to the same thing at the same time.

The objection to this is, that while it secures a correct, well-proportioned

handwriting, it destroys all individuality. Thus graduates of commercial colleges write handsomely, but their writing seems to have been made by inanimate machinery, it is all so exact and alike.

But systematic lessons in copy books are necessary, in order to correct bad habits and discipline the hand to regularity. And if there be frequent writing exercises in connection with the various studies, and they be made tests of chirography as well as of mental improvement, the bad effects of drill with copy books will be counteracted, and a good free handwriting secured, possessing marked individuality.

The blackboard is indispensable in teaching writing. The forms and principles of each copy should be written on the board, both correctly and incorrectly, and the contrasts pointed out.

Spelling.—A teacher should grudge all the time given to this exercise, because it is just so much subtracted from intellectual progress. For spelling is not an essential attribute of good writing, it is only a *grace*. One can couch splendid thoughts and rhetoric in sentences abominably misspelled.

Yet bad spelling is a great deformity of composition; and our scholars must be carefully taught to spell. But it behooves the teachers to see to it that no time be wasted on the study, through misuse.

Instruction in spelling must begin early. It is held by some that spelling should only keep pace with the use of the reading book, and be confined to words whose meaning is understood. But this would postpone a vast number of important words until late in the school course; and it is a point settled by experience, that those who do not learn to spell when quite young, *seldom or never learn at all*. This then must be made an exception to the general rule about study. It must be, in part, a process of unintelligent memorizing.

The teachers should strive to relieve its monotony by as many devices as possible. No study can be more easily varied and made interesting. None, on the other hand, can be made more stupid and unendurable.

There is, first, the old-fashioned spelling match; second, "spelling down;" third, letting each scholar put out a word for the next to spell, confining the selection to the last lesson in geography, history or some other limit; fourth, the whole class to pronounce the word given out, then one scholar to give the first letter, the second the next, and so forward from one to another, the whole class to pronounce the word when it has been spelled; fifth, the teacher to read a sentence and require the words to be spelled in succession. These are some of the methods to secure interest and attention.

Written exercises in spelling should be regularly required.

These four rules are of the greatest importance: First, words when given out to be spelled should be pronounced in a natural tone of voice; second, the ordinary approved pronunciation should not be departed from, for the sake of more clearly indicating the orthography; no word should ever be tried upon twice; fourth, scholars should always be required to syllabicate the words given them to spell.

Manners and Morals.—Few remarks under this head are necessary, in addition to what has been already said. The graces of character are cultivated in children not so much by exhortation and precept, as by resorting to expedients

that will call the better affections and qualities into active exercise. The exercise of virtuous principles confirmed by habit, is the true means of establishing a virtuous character.

Anecdotes and examples illustrating the exercise of love to parents, brothers and sisters, and companions, respect to the aged, kindness to animals, benevolence, &c., are of great value in this connection.

Every case of quarrelling, cruelty, deception, &c., should be made to appear in its true light. The selfishness of children is the greatest obstacle to moral training. Let the teacher strive to counteract it.

Every instance of ill-manners in the intercourse of the children with each other, as well as with the teacher, should be corrected. The position of the scholar in his seat, or in class; his movements in passing to and fro; his posture when standing, should all receive careful oversight.

No teacher can expect to make his scholars more civil, more courteous, or more truthful and virtuous than he is himself.

Arithmetic.—The value of the study of arithmetic, whether for use or for discipline, depends on the clearness, accuracy and thoroughness with which it is learned. Therefore let every principle be perfectly understood, so that it can readily be applied to examples, selected or made up by the teacher, differing from those in the text-book.

The fundamental rules, so mastered that the scholar can apply them rapidly and accurately, are of more importance practically than anything else. So merchants and bank officers tell us. They want, for accountants, *ready reckoners*. Therefore the addition and subtraction tables are to be learned as faithfully as the multiplication table, and the scholars in the appropriate classes practised habitually in exercises combining series of numbers. As for example: Take 7, add 5, add 11, subtract 9, add 15, subtract 12, multiply by 2, divide by 8: result? Also in adding columns of figures rapidly, giving aloud only the successive amounts during the process.

The prescribed formulas should often be laid aside, and the scholars allowed to present their own methods of solution.

Teachers must be careful not to let their scholars waste time in ciphering, after enough examples have been performed to illustrate and teach a principle. Ciphering, of itself, is a mere mechanical process that imparts no discipline whatever.

In no branch is it so requisite to illustrate the exercises through the perceptions as in arithmetic. Every step should be exemplified through objects. The tables, addition, subtraction, multiplication and division, must be thus demonstrated to the senses before they are imposed as tasks. Problems in mental arithmetic should thus be solved and made clear to the younger minds. The denominate tables should be always learned *by means of weights, measures and coins themselves*, so far as is practicable, and copiously illustrated and explained thereby. Geometric problems should be drawn out on the blackboard.

Geography.—No study heretofore has been taught less successfully than that of geography. It is chiefly because, in a slavish and narrow adherence to the text-books, names of countries, cities, rivers, mountains, gulfs, islands, etc., with the directions in which they lie from each other, have been forced into the scholars' minds, without any of that information and those illustrations which will render

such facts intelligent and interesting. What is the use of loading the memory with the names of places, if their history or local circumstances be not given, to invest them with character and associations? What is the use of repeating in succession the rivers of a country, if nothing is taught of their course, size, how far navigable, and what commerce is carried on through them?

Geography, of all studies, should be independent of the text-book. It should be taught out of minds thoroughly understanding the subject in all its relations, so as to be teeming with illustrations. Some of the best teachers of the subject use no text-book at all.

The best way to teach it is by topics: great fundamental truths should never be lost sight of in insignificant details.

The relations of the earth to the solar system, its form, divisions and motions; the tropics, polar circles, latitude and longitude, alternations of day and night, equinoxes and solstices; physical geography in its main features, and as it affects climate, soil, productions, commerce; the different nations of the earth in their origin, boundaries, interior life and relations to each other, are the main topics that should be taught severally, as soon as the minds of the scholars are capable of understanding them. *And all minor details in each of these departments should be omitted until the great leading facts have been mastered.*

There can be no clear conception of the outlines and features of a country unless they can be more or less correctly *drawn by the hand*. Therefore, map drawing will be considered an indispensable accompaniment of progress in geography.

Oral Instruction.—The prescribed studies to be given orally will be considered as essential a part of the course as any other. The lessons must be thoroughly prepared and arranged. Only thorough preparation will enable the teacher to be pointed, concise and accurate. And the lessons must be recalled and impressed by reviews and abstracts, or their effects will be evanescent.

Drawing.—It needs to be clearly understood that the object of drawing in our schools is not to teach the scholars how to make pictures, so much as to train the hand to be expert and graceful in its motions, and to educate the observing powers. It is to be begun, therefore, at the earliest moment, and systematically followed up, enlisting the deepest interest and care of the teacher. No class is to be excepted from such exercises. And if they are properly attended to in the lower classes, there will be such proficiency in sketching the simpler forms when the scholars arrive at the class where they are to practice under the regular drawing teacher, that they can at once attempt the higher elements of the subject with interest and success.

Singing.—The teacher of those classes which are instructed by the singing master will aid him in his exercises, that the attention and interest of all the scholars may be secured. And the teachers of other classes will take special care to train their scholars, not only to sing, but to sing correctly and tastefully. A school that sings out of time, tune and taste had better not sing at all.

But when the proprieties of the exercise are secured, there is nothing so animating and refreshing as a relief to the work of the school.

It has been fully demonstrated that Primary scholars can be taught to read music as easily as they can be taught to read words. And encouragement will be given to any teacher in the grade who is ready to teach music in this manner.

Physical Exercises.—These will be required from every class. But they must be performed in a spirited manner, or they are of little use. The methods are very various, and are left to the discretion of the teachers.

History.—The study of history, like that of geography, is too frequently so conducted as to be distasteful, wearisome and well-nigh fruitless. It is made a matter of cold, formal question and answer, the answers, perhaps, required to be given memoriter, so that the study is made one of dry words, instead of interesting facts.

Like geography, history should be taught by topics; and especial care should be exercised *not* to confine the scholars to the language of the text-books, so that in preparing the lessons they may concentrate their attention on the facts and connection of the narrative, and not on the phraseology in which it is expressed.

Too many dates, names and other details must not be required, as the memory will be overtasked and perhaps confused. A judicious selection should be made in each of these particulars. These remarks are especially applicable to the grammar grade; for a complete mastery of the text-book of history in use in that grade is impracticable.

The text-book of history is prescribed as a reading book in the lower classes of the grammar schools, so as to familiarize the scholars with the phraseology, and prepare them for history as a regular study.

Promiscuous Directions.—1. To hear recitations by calling up a class *seriatim*, and propounding a question to each, after he has been called up, is apt to be a dronish, monotonous, paralytic affair. There is no emulation, no inspiration about it. The moment a scholar has been thus called up, all the rest say to themselves, "There, his recitation does not concern me;" and they subside into mental inactivity. A recitation should be so conducted as to inspire and animate the whole class, putting every mind to the top stretch of exertion.

2. A chief difficulty in schools is that the scholars *do not know how to study*. They do not know how to analyze statements, find out definitions, apply principles, obtain illustrations, etc. Therefore, it is often more important for a teacher to study a lesson with the scholars than to hear it recited after it has been studied. Such a method, the teacher leading the scholars on step by step, exciting their minds to work earnestly, but preventing any groping in the dark, is so valuable that it is specially recommended to the teachers who are so situated that they can institute it.

3. Teachers should insist on a full, free tone in reading or reciting, the mouth to be opened wide, and the vocal powers properly exercised.

4. There should be three stages in every recitation: first, brief review of the preceding lesson, tracing its connection and bearing; second, the lesson of the day, recited and illustrated, and the scholar's thought elicited, until it is thoroughly comprehended; third, arranging the next lesson, the teacher taking care to remove unnecessary obstacles by explaining difficult terms, suggesting the right method of working and preparing the mind to work with interest.

Thus each lesson will be gone over to some extent three times in three successive days.

5. No recitation with any class in any grade is to be prolonged, after the minds of the scholars have become fatigued and the attention flags.

6. There are several points in connection with corporal punishment that teachers should ever bear in mind. First, that corporal punishment is by no means a moral force. It appeals only to the lowest elements of our nature; and at the best, therefore, can be merely a provisional measure. Second, a teacher's moral power is in an inverse proportion to the amount of corporal punishment that he finds it necessary to inflict. Third, LOVE AND SYMPATHY ARE THE NOBLEST AGENCIES IN A SCHOOL-ROOM.

9. *Order* is of the first necessity in every school. But there is a degree of motionless stillness thought requisite by some teachers that is pleasant only to superficial observers. For such stillness is secured only by painful and unnatural constraint. Children are endowed with an intense desire for activity, for their health and development; and this desire must be recognized. Martinet drill in motionless stillness is desirable at times, as a test of thorough discipline, but not as the rule of action. There is a certain amount of motion and noise incident to school work that is reasonable and agreeable to a healthy mind. The motion and bustle of a noisy, uncontrolled school are very different from those of a good school heartily and self-forgetfully *at work*.

Especially must the above suggestions be heeded by Primary teachers. Motionless stillness in their schools would be a wicked achievement.

COURSE OF STUDY FOR PRIMARY SCHOOLS.

THIRTEENTH CLASS.—*Oral Instruction.*—The human body, its chief parts and their uses; five senses; common objects, their form, size, color and more observable properties.

Reading and Spelling.—Begun with elementary sounds and names of letters, learned from cards and blackboard, and carried forward to reading lessons as far as the 70th lesson in the Primer; word teaching; spelling from the reading lessons by sound and by letter. Two or more lessons each day.

Drawing on the slate; straight and curved lines, first separately, then combined to form letters; simple geometric forms, figures, objects, etc., from pictures or sketches by the teacher.

Vocal Gymnastics, according to the prescribed system, once every session, the exercises to be always very short.

Singing, for a few minutes, at least twice each day.

Physical Exercises for from three to five minutes, twice at least each session.

Printing the small letters, so as to be able to print any easy monosyllable that may be given out.

Directions and Suggestions.—*Oral Instruction.*—The oral lessons to so young children must be very simple and conversational, beginning with the familiar objects that they have been accustomed to at home, and feel an interest in; such as their toys and plays. They should be encouraged to tell the teacher all they know. One great use of such lessons is to develop the senses and perceptive faculties, to lead to habits of attention and observation, and train the memory by associating words and things. The scholars should be encouraged to bring to the teacher objects for examination.

The senses will afford an abundant field for interesting instructions. Their offices, powers and contrasts, the effects of their deprivation, should all be dwelt on and illustrated.

Reading.—The old rote method of teaching the letters and primer will not be tolerated. The little ones must be taught in a more intelligent and kindly man-

ner. The new methods are so perfectly convenient and may be made so attractive, that only lazy time-servers will refuse to employ them.

Word teaching should be combined with the spelling method. It will help the scholars far more rapidly on. For a word is just as readily learned so as to be called at sight, as a letter. The oral exercises may in this way be made to help the reading exercises. Thus the teacher may print the names of objects spoken of in the object lesson, on the blackboard, if not too long and difficult, and cause the scholars to pronounce them, and associate the word picture with the vocal name.

The methods by which little beginners may genially and intelligently be carried on from the first lesson in the elements to connected sentences in the primer, by means of cards, pictures, blackboard, letters on blocks, slate exercises, etc., are too various to be detailed in this manual. They are fully described in the approved books on the subject; and no Primary teacher will be considered fit to begin her work until she is so conversant with them as to be able to employ them.

The scholars should be taught how to hold the pencil in printing on the slate, so as not to form bad habits; and it will be well, sometimes, to make a simultaneous exercise, conducted by the teacher carefully and systematically.

There should also be systematic and simultaneous exercises in drawing, the teacher making a model on the blackboard, giving the pupils opportunity to follow her, line by line.

In spelling by sound or by letter, and in all other vocal exercises, special pains must be taken to secure accurate and distinct articulation. And in the oral lessons, all remarks by the scholars must be properly worded.

No exercise should be more than from ten to fifteen minutes long. No child should be kept sitting still with nothing to do. A motherly, patient, cheerful, loving, sympathizing spirit should be the guardian genius of a school of this class, and thus the school-room be made a happy place.

The teachers of this class will give special attention to the "General Directions," especially on the points of morals, manners and order.

TWELFTH CLASS.—Oral Instruction.—Thirteenth class exercises reviewed; domestic animals; primary colors; flowers or trees; the three kingdoms of nature.

Reading and Spelling.—Exercises on blackboard and cards continued; spelling by letters and sounds from the reading book, and through "Second Class" in Speller; names and forms of the pauses; Primer finished and to the 60th lesson in First Reader; exercises at least twice a day.

Counting, which is not specially prescribed for the thirteenth class, from one to one hundred; relations and combinations of numbers up to ten; all by means of objects, blocks, nuts, beans, etc., or the numeral frame; Roman numerals.

Drawing.—Inventive drawing may be introduced; a certain number of lines assigned, at first only two, and the scholars encouraged to combine them in as many ways as possible; set lessons in drawing, from elementary cards, or models sketched by the teacher; exercises twice a day, carefully supervised to secure right holding of pencil, right method, etc.

Singing, Morals and Manners.

Vocal Gymnastics as in thirteenth class.

Physical Exercises, do.

Writing.—Script writing will now be taught.

Oral Instruction.—Thus far the object has been to awaken curiosity in the children, and lead them to observe, without much attempt at system or classification. Now a system should commence, that shall be carefully followed up through

the succeeding classes. Objects are therefore to be classed under three general heads,—animal, vegetable and mineral,—according to the three great kingdoms of nature. The teachers will remember that they must cultivate precision and accuracy of statement, and perfectly understand what they attempt to explain.

The course to be pursued, in this connection, is admirably detailed in some of the manuals for teachers on the subject.

In the lessons on *Domestic Animals*, treat of their general structure, relative size, covering, and what use men make of their covering; modes of defence; kinds of food, habits, teeth, etc.; and give anecdotes illustrative of their intelligence, sagacity, cunning, affections, etc.

Colors are now to be taken up; and the subject is of so great practical importance, that the lessons must be carefully and discriminately given. Everybody has to do with colors in some or other ways; and because so little instruction is usually given to children on the subject, very few persons can accurately distinguish shades of color, and appropriately name them. The primary colors are red, blue and yellow. The teacher must be sure to have the true prismatic shades as models, and teach the scholars to discriminate accurately. In various and constantly occurring ways, this subject may be illustrated. Flowers may be brought and compared, pieces of cloth, etc.

Reading and Spelling.—The scholars should be required to hold their books properly; taught to point out and explain title page, table of contents, leaves, etc., everything that goes to make up a book. In preparing exercises in spelling, it is very important that the scholars should hear the words first pronounced by the teacher, so that the true pronunciation shall be the only one to be impressed on their minds.

Numbers are now to be begun upon; and the teachers should remember always that the relations of numbers are very difficult to be comprehended by a child. Therefore let every step be illustrated, according to the "Course of Study," in various ways. Let the scholar's apprehension be frequently tested, and if he do not understand the lesson, let the teacher patiently illustrate it again. The teachers are referred to the elementary treatises spoken of, for detailed suggestions on this head.

Verses and Maxims may be taught to scholars of this grade and the exercise will form both a pastime and a source of improvement.

ELEVENTH CLASS.—*Oral Instruction.*—Wild animals; trees or flowers; secondary colors; divisions of time; review of previous oral instruction.

Reading and Spelling.—First Reader finished and reviewed; Second Reader to 31st lesson; spelling by letters and sounds in reading lessons, and to 45th page of the Speller; frequent exercises in speaking words at instant sight, from cards, blackboard or book; questions on the meaning of what is read.

Drawing and Writing.—These exercises to be progressively continued; words selected from the reading lessons to be framed into other sentences, so as to confirm the scholars in a true idea of their meaning; other simple exercises in composition.

Singing, Morals and Manners, Physical Exercises, Vocal Gymnastics.

Length of time and alternation and frequency of exercises as in previous class.

Oral Instruction.—Only the better known wild animals should be treated of, such as the elephant, camel, deer, bear, tiger, fox, rabbit, owl, whale, shark, alligator. The points to be considered are partly identical with what has been

taught about domestic animals. Resemblances and contrasts to domestic animals should be traced, and anecdotes related as before.

Secondary Colors.—These are violet, indigo, green and orange. The first two are composed of red and blue, the third of yellow and blue and the last of red and yellow. The suggestions on the subject given in the tenth class are applicable here.

Trees and Flowers.—If trees are treated of, such trees should be selected as the children have the opportunity of seeing and of studying. The difference should be exemplified between an oak, a maple, an elm, a pine, &c. Their structure, method of growth, uses of the bark, leaves, roots, etc., should be explained. If flowers are treated of, the common garden or house plants should be selected.

Reading.—Some words from each reading lesson are prefixed to the lesson, with what profess to be definitions attached. The teachers of this class and all the Primary classes must remember that the meaning of the defining word is likely to be just as mysterious to the scholars as that of the word defined. It is therefore an unintelligent and objectionable course to impose these definitions to be learned, unless they have first been themselves clearly explained. Even then, the explanation is likely to be better for the scholars than the text-book definition.

Spelling.—Let the children spell common words, not in the lesson, as an occasional exercise; also their own names, the name of the city, state, days of the week, months of the year.

Numbers.—The children should be taught to construct their own addition tables by the use of the slate and pencil, a great variety of exercises being introduced.

There may also be exercises in reading and writing Roman numerals to one hundred, forward, backward and irregularly.

TENTH CLASS.—*Oral Instruction.*—General classification of animals; qualities, characteristics and use of objects; contrasts of qualities in different objects; tints and shades; lines and angles.

Reading and Spelling.—Second Reader completed and reviewed; spelling, by letters and sounds, from the reading lessons and to page 45 of the Speller; careful attention to enunciation, pronunciation, illustrations and definitions; the use of capitals.

Drawing, Writing.—Progressive exercises as before; systematic attention to writing simple compositions.

Numbers.—The tables completed and reviewed; numeration through four places; simple problems in mental and written arithmetic, occasionally; exercises in ready reckoning, and in adding and subtracting series of numbers.

Physical Exercises, Vocal Gymnastics, Singing, Morals and Manners.

The length and alternation of recitations and exercises much the same as in previous classes.

Oral Instruction.—It is desirable, by this time, that the scholars should be taught to classify the animals about which they have learned, and here is introduced the general classification into beasts, birds, fishes, insects and reptiles. The subject suggests its own treatment to every active mind.

Color.—The primary and secondary colors have been treated of. We now come to their tints and shades. The method of teaching will be much as before, great care being taken to discriminate accurately in assigning the appropriate names to samples, and arranging the samples, first with reference to the natural

order of colors, secondly with reference to complementary colors. Harmonies and discords of color should be pointed out.

Qualities, etc.—This introduces a very prolific field of instruction. Visible objects are infinitely diversified both as to number and qualities; and their uses are correspondingly various. The teacher must select, not at random, but so as to combine the most interest with the most instruction. The manuals on object teaching give much information as to both methods and materials for such instruction, and to them the teacher is referred for details.

Lines and Angles.—The subject of geometry is here introduced. The lines and linear figures that the little ones have been drawing hitherto without much, if any, system, are now to be scientifically combined. Definitions must be made clear, concise and truthful. The meaning of the terms straight, curved, crooked, horizontal, vertical, oblique, etc., as applied to lines, and acute, obtuse and right, as applied to angles, must be clearly impressed on the scholars' minds through many illustrations. The distinction between the words vertical and perpendicular must be defined and illustrated. A vertical line is perpendicular only to the horizon, and can have only one direction, and that is towards the zenith. A perpendicular line may be either vertical, horizontal or oblique, if it form a right angle with some other line. It is a perpendicular to that line.

It is held by some educators that the mind of a child will understand geometry sooner than it will arithmetic. The teachers of this class will have an opportunity of putting this to the proof.

Numbers.—In teaching the tables, let the general direction, page 319, be carefully observed, that their truth is to be demonstrated to the senses before they are to be imposed as tasks. Let the multiplication and division tables be learned together and at the same time, one being the converse of the other. Let the scholars be exercised on tables that they construct themselves, as in class eleven.

In their drawing lessons, in part, the scholars may have exercises to practice on lines and angles.

GRAMMAR GRADE.

NINTH CLASS.—Oral Instruction.—Reviews; trades, tools and materials; articles eaten and worn; plane figures; circle and its parts; abbreviations.

Reading and Spelling.—Third Reader; frequent exercises in enunciating difficult combinations of consonants; spelling to page 53 of the Speller.

Drawing.—The exercises in this branch should be in uniform progression from class to class. Drawing cards should be used as studies, adapted to the stage of advancement, or what is better, sketches by the teacher on the blackboard, so that the scholars may first see every stroke of the crayon in their formation; map drawing.

Writing.—Pen and ink will now begin to be used; see general directions under the head of "Writing;" compositions.

Arithmetic.—Written Arithmetic begun and carried through division; numeration of decimals to be taught simultaneously with numeration of integers; in teaching the four fundamental rules, decimals to be combined with whole numbers, the instruction to be chiefly oral, and only to embrace the most important particulars; in the text-book, what is included between page 131 and page 190, Art. 187, to be joined with what is included between page 7 and page 32; omit articles 14, 15, 16, 23 to 2d example, 32 to 2d, 40 to 8th, 42 to 2d, 53, 54, 55 to 2d ex., 56, and from 61 to 67 inclusive; frequent applications and illustrations other than those in the text-book; exercises in adding, subtracting, multiplying and dividing series of numbers; ready reckoning.

Geography.—Primary Geography to South America, with map drawing.

Singing, Mòrals and Manners, Vocal Gymnastics, Physical Exercises.

Distribution of Time.—The aggregate time per week, to be given to each study and exercise, should be in general, as follows: Oral instruction, 2 hours; Reading, 5 1-2 hours; Spelling, 4 hours; Arithmetic, 4 1-2 hours; Geography, 3 hours; Singing, 1 hour; Writing, 1 1-2 hours; Drawing, 1 1-2 hours; Compositions, 2 hours; Vocal and Physical Exercises, three or four minutes at a time, several times a day.

Trades, Tools and Materials.—Such trades as are connected with the absolute necessities of life should, for evident reasons, be first considered. Of such are the trades of the carpenter, the mason, the painter, the shoemaker, the tailor, the milliner, the farmer, the miller, the baker, &c. Inquiries may be made of the children as to the trades which their parents may follow, and immediate interest be thus thrown around the lessons. The names and uses of the most prominent tools employed by each tradesman, and the materials wrought upon, with the articles to be manufactured, should be called for.

Articles eaten and worn.—This theme suggests for itself the appropriate method of treating it. The more common articles are first to be taken up; then the less common and luxurious. Foreign should be carefully distinguished from home products, and the children should have maps before them to find the places whence the articles are brought. By this their knowledge of geography will be increased in an interesting way. The points about the growth and preparation for the table of articles of food, and processes of manufacture of articles of apparel; the different kinds of food and clothing suited to warm and cold climates; the kinds of animals best fitted to our own wants, for supplying food and clothing; the articles raised and manufactured at home, that are sold in exchange for foreign articles; these and kindred topics should be systematically and discriminately taught. The limits of the different topics may be as follows: *of food*, different kinds of breadstuffs, how grown and prepared; butter and cheese; ordinary meats; condiments, salt, pepper, nutmeg, etc.; sugars of different kinds, and how made; tea, coffee and chocolate; table fruits; *of apparel*, take up five articles each made of wool, of cotton and of silk; difference between cotton and linen; between common flannels and dressed woollen goods; between muslin and calico; different modes of coloring fabrics; what articles are made from leather and how leather is manufactured; what articles are made of hair; what of fur; and how hair and fur are prepared for use.

Plane figures, the circle and its parts.—This is geometry extended from the tenth class. The following figures should be described: equilateral, isosceles, scalene and right angled triangles; rectangles; the rhombus and the trapezium; the circle, circumference, arc, diameter, radius, chord, segment, sector, semi-circle and quadrant.

Drawing.—The attainments already made by the scholars must be ascertained, the course previously pursued with them inquired into, and their lessons taken up at the point which they have reached. Map drawing will be connected with the lessons in Geography, but can in part take the place of other subjects.

Arithmetic.—The scholars are now to begin regular lessons from a text-book; and a new field of exertion will open before them, that demands some preliminary suggestions. And the first thing to be said is, that the definitions that may be encountered are to be committed to memory, after having been clearly explained and understood; but the rules need not be committed to memory. If

they are required to be memorized, it must be on the ground, not that they are methods by which to perform operations, but only a concise way of stating those operations. The rule, therefore, is never to be memorized until after the principle has been elucidated, and explained. And in all cases, throughout all the classes of every grade, as a general rule, if a scholar is able to elucidate and exemplify a principle that he may be taken up on, it shall not be rated as a defect that he is not also able to repeat the given rule.

Mental Arithmetic, as a text-book study, is not prescribed for this class. But the philosophy of the subject, viz., the logical statement and analysis orally, of questions and problems in accordance with the principles of the science, may be judiciously associated with slate arithmetic, from the beginning. The teacher may allow the scholars to invent formulæ, never forgetting that the chief object is to teach correct reasoning, rather than to get correct answers.

It will be seen by the course of study for this class, that the notation and numeration of decimals is to be joined with the same operations upon integers. For the mind of the scholar can just as readily embrace the idea of diminution by tenths and hundredths, as of increase by tens and hundreds. And there is economy of time and trouble in such a course.

Geography.—This study is now to be begun. Let the remarks under this head in the "General Directions" be carefully read and applied. The subject should be taught by topics, the text-book used with great caution, and oral lessons always precede the formal lessons. Nothing should be required to be memorized that is not worth remembering; and details, comparatively insignificant, are not to be emphasized, as if of equal importance with great general truths.

Morals and Manners, Physical Exercises, Vocal Gymnastics, Singing.—Attention is directed to the remarks on these subjects already made in other connections. No one of them is to be neglected in any wise, but all are to be carried progressively and systematically forward.

Distribution of Time.—The allotment of time between the various studies prescribed for this class will be found to vary from the practice to which some teachers have been accustomed, and which they may think indispensable. But it has been graduated by a careful comparison of the values of the studies and the corresponding demands on the teacher's time. It has been altogether too customary to measure the demands of a study by the amount of matter contained in the text-book, thus putting our scholars under the volition of the book-makers and making the text-books our masters. But every teacher should develop a power to teach independently of the text-books, if desirable; and assurance is given that the range of expectation and examination shall be coincident with the prescribed limits of study.

EIGHTH CLASS.—Oral Instruction.—Reviews; rectangular and spherical solids; National and State coat of arms; kinds and properties of matter; laws of motion; historical sketches, Columbus, King Philip, Samuel Adams, Patrick Henry, Washington, Franklin.

Reading and Spelling.—Intermediate Reader; Text-book of History, with close attention to enunciation, pronunciation, definitions, historic and other allusions; style; imagery; spelling to page 80 in the Speller and review; elements of Grammar orally; parts of speech, and their uses.

Drawing.—Exercises in connection with oral lessons on Geometry; with map drawing;

progressive practice in drawing from cards, representing animals, simple scenes, etc., with reference to securing skill in sketching from nature.

Writing.

Arithmetic.—To Percentage, page 194, omitting operations on Compound Numbers from page 110 to page 130; omit article 130 to example 2d, and perform the examples under that article by 141, after that has been learned; perform addition, subtraction and division of fractions by reducing them to a common denominator before performing the operations; omit articles 167, 168; take from page 82 to 109 inclusive, in connection with articles 169, 170, 171, 172, 187, 188, 189; in other words, combine the reduction of compound numbers with that of whole numbers, decimals and common fractions; ready reckoning; exercises in combining series of numbers.

Geography.—Finish Primary Geography; map drawing.

Compositions, Declamations and Recitations.

Singing, Physical Exercises, Vocal Gymnastics; as before.

Morals and Manners.

Division of time much as in previous class.

Oral Instruction.—The reviews of oral course in previous classes, while general, should be systematic and thorough; for much of the subsequent teaching throughout the grades, depends on principles supposed to have been already mastered. The new geometric lessons may embrace the sphere, the cylinder and the cone; the prism, the pyramid, the cube and parallelopiped; and will conclude the subject in this grade.

The National Flag.—Teach its history, design, and significance.

National and State Coats of Arms.—Confine to the Coat of Arms of the United States and the State of Massachusetts, and teach their form, design and meaning.

Kinds and Properties of Matter.—Define and illustrate the three general classes of matter, viz.: solids, liquids and gases, with their essential properties, such as extension, impenetrability, gravity, divisibility, elasticity, etc. Inertia should be fully discussed, and its laws understood.

Laws of Motion.—Attention should be given mainly to the laws of falling bodies; to the effects produced on the motion of bodies acted on by more than a single force; to the centripetal and centrifugal forces; and to various instances of resultant motion found in such cases as swimming, flying, sailing a boat, flying a kite, rowing, etc.

Historical Sketches.—The personal as well as public history of many prominent characters will be brought forward in connection with various studies, such as History, Geography, and the reading lessons. But it is desirable to select a few of the most noted representative persons, to whom reference is constantly occurring in literature, and familiarize the scholars with the leading events of their lives, and the causes of their prominence. Of course extended notices are not desirable. Only such points as are likely to inhere in the minds of the scholars and lead them to seek further information, such as when and where born, early advantages, anecdotes of personal history, traits worthy of imitation, etc., should be dwelt upon.

Map Drawing.—These lessons may be made interesting and a high measure of accuracy attained, by a series of preliminary exercises, such as, 1. Representation of familiar surfaces, with objects on them, such as the school-room and playground. 2. Representation of mountains; do. of rivers; do. of coast lines. 3.

Representation of the sphere, with meridians, parallels and circles, to lead to ease in drawing curved lines.

These exercises should be repeated until a good degree of accuracy and rapidity has been secured.

Arithmetic.—It is repeated here, because of the great importance of the truth, that the greatest difficulty in the path of a scholar is, to acquire facility in the application of principles learned, to examples varied from those given in the text-book. Examples, therefore, should constantly be given that embrace a great variety of form while involving the principle that is under consideration. Thus let the scholars be taught to forget formulas and lay fast hold of principles. They should always have credit for correct reasoning even although their answers may be wrong. It is far better to have a wrong answer with correct reasoning, than a right answer with no power to reason at all.

Geography.—Let careful heed be given to the directions and suggestions already set forth on this subject. Better to throw the text-book away than to be tied slavishly down to it. Associate the history of places with their location on the map. Call in the aid of association all throughout, by naming the products and staple commodities of the several States, as well as their history; their remarkable curiosities, high mountains, manufactories, etc.

SEVENTH CLASS.—*Oral Instruction.*—Metals and minerals; air; water; respiration, circulation, digestion; National and State governments; historical sketches; Demosthenes, Socrates, Julius Cæsar, Cicero, Mohammed, Peter the Great.

Reading and Spelling.—Intermediate Reader; Text-book of History; Spelling to page 90 and review; Grammar orally, inflection of nouns and comparison of adjectives.

Arithmetic.—Operations in Compound Numbers, from page 110 to page 129, and take in connection articles 173 and 174; page 176 to 180 inclusive, to be done strictly by analysis; percentage, proportion, etc., to be done by analysis; close at United States Rule, page 206; review; ready reckoning; exercises in combining series of numbers.

Geography.—Colton's, to Europe; map drawing; physical geography connected with descriptive; special attention to the commercial relations of one country with another.

History.—To the Revolution.

Drawing.—Progressive practice.

Compositions, Declamations and Recitations; Singing; Morals and Manners.

Vocal Gymnastics, Physical Exercises.

Distribution of Time.—Oral instruction, 2 hours per week; Reading, 5 hours; Spelling, 3 hours; Arithmetic, 4 hours; Geography, 3 hours; Singing, 1 hour; Compositions, Declamations and Recitations, 2 hours; History, 3 hours; Drawing, 1 hour; Vocal and Physical Exercises, 1 hour; Writing, 1 hour.

Oral Instruction.—Let it ever be remembered that if the true end of these lessons be lost sight of, the results will be disappointing in the extreme. If the teacher consume the time in merely lecturing the class, they passively receiving what may be said, they will remember little or nothing. Every point should be so presented as to draw out the scholars' minds. What they have learned already, by observation or inquiry, should first be required. Then the teacher should correct what has been erroneous in their statements, and give such information as they have failed to present. And in all cases, not only in connection with the oral lessons, but with the lessons in every branch, the language of the scholar should be preferred to the formal and studied expression of the scientific treatises. Every effort should be made to improve the language of the child, but it should be his own language, and not the language of another.

Metals and Minerals.—The topics treated of may follow this direction : difference between a metal and a mineral ; precious metals ; useful metals ; heaviest ; most useful ; which a fluid ; object lessons on metals and their compounds, and the more common kinds of minerals.

Air and Water.—Treat of their component elements ; proportion of oxygen and nitrogen in the air ; relation of oxygen to life ; to combustion. Properties of nitrogen and hydrogen.

Perform some simple experiments illustrating the pressure of the air. Treat of the common properties and use of water ; the distinction between hard and soft water ; ocean water.

In lessons on the above subjects, and in future lessons on similar topics, it will be very important to illustrate the uses of woods, metals, elements, etc., in connection with the common things of every-day life. Then gradually, the most of the instruments and processes pertaining to household and ordinary business affairs will be passed in review. Thus in connection with the lesson on air, gases may be spoken of, and the use of carbonic acid in charging soda fountains, raising bread, etc. ; in treating of heat, combustion may be spoken of, and the nature and ascent of smoke explained ; when the uses of water are considered, the steam-engine may be described and explained ; the difference between a locomotive and stationary engine, between paddle-wheels and propellers, etc., etc.

Respiration, Circulation and Digestion.—The chief parts of the body have been already learned ; and if reviews of lessons given in previous classes have been properly followed up, the scholars are familiar with the general structure of the body so as to be ready for farther advances in physiology. Special attention will now be given to the organs of respiration, circulation and digestion ; and the teacher will treat specifically, of the structure and offices of the lungs ; their capacity, exercises for their healthy development ; respiration ; obstructed action ; process of purifying the blood ; carbonic acid of the breath, how formed, its amount, composition, weight, and relation to life ; with illustrative experiments ; speak of burning charcoal in a close room ; ventilation. The teacher will treat of the structure and offices of the heart, together with the arterial and venous systems ; and of the structure and offices of the stomach, mastication, the teeth, saliva, digestion, chyme, chyle, nutrition ; impurities ; waste of the system, how repaired, proper and improper food, eating too much, too fast, too often, late in the evening, irregularity of meals ; dyspepsia.

National and State Governments.—The National government will be fully considered at a later period, when the Constitution is the subject of study. But it is well at this point to review some of its leading features in connection and comparison with those of the State. Let the latter be clearly presented and understood.

Reading.—This exercise should now begin to rise above the plane of mere practice in elocution, definitions and the study of language, into that of the simpler elements of rhetoric. The figures of speech that may be found in the reading lessons should sometimes be examined and analyzed ; varieties and contrasts of style pointed out, and an attempt made to beget an interest in literature of a pure and elevating kind. Committing to memory choice gems of prose or poetry and reciting them, is highly recommended.

Compositions.—This essential branch of study must be followed up systematically and critically. Nothing so useful can supply its place. The scholars by this time, should be able to write a letter in a creditable manner, the date, name of the person written to, name of writer, all properly placed, the chirography even and well formed, the capitalization correct, and the letter folded, inclosed and superscribed neatly and correctly. They should have acquired much facility also in writing impromptu compositions on any given subject. Formal and elaborate compositions of considerable length must not yet be exacted.

SIXTH CLASS.—Oral Instruction.—Mechanical powers; electricity and magnetism; sound; light; heat; historical sketches, Alfred, Elizabeth, Shakspeare, Milton, Napoleon the Great, Jefferson, Webster, Calhoun, Clay; Physiology completed.

Reading and Spelling.—Fourth Reader concluded; Fifth Reader to 100th page; text-book of History; finish the speller and review.

Grammar.—To the verb.

Arithmetic.—To Equation of Payments, 230th page, and review; exercises as before; Mental Arithmetic begun.

Geography.—To Africa; map drawing from memory.

Writing.—This may be made an exercise in book-keeping with such scholars as desire it.

History.—To the Constitution, and review.

Compositions, Recitations, Declamations, Abstracts and Written Reviews.

Morals and Manners, Singing, Vocal and Physical Exercises.

Oral Instruction.—The Mechanical Powers offer a very interesting field for instruction. Let the illustrations be drawn from as familiar sources as possible, and the scholars enticed to exercise their own minds freely; treat of Gravity, its relations to force and motion; also of perpetual motion, and why it is impossible.

Electricity and Magnetism.—Illustrate the production of Electricity, and properties of attraction and repulsion, by simple experiments, with a piece of silk, woolen cloth, etc. Treat of conductors and non-conductors, lightning and lightning conductors, Franklin's kite; properties of the magnet; magnetic needle, mariner's compass, horseshoe magnet, telegraph. Explain the latter fully.

There are numberless simple experiments to illustrate these themes; such as the flying apart of the hair when combed briskly in cold weather; the effects of water in making it smooth; the effects of magnetism as shown in magnetic toys, (swimming fish, etc.) The experiments should be performed generally first, and then the lesson drawn from the phenomena exhibited. What is done, in this stage of advancement, is more important than scientific theories on the subject.

Sound.—Illustrate its production by a stretched cord or other vibrating body. Treat of the following points: action of sound on the ear; high and low sounds, how produced; relation of the air to sound; velocity of sound; thunder; the human voice; varieties of the human voice; name twenty different kinds of sound; whispering gallery; ear trumpet; musical instruments; bells.

Light.—Treat of luminous bodies; velocity of light; difference between the light of the sun and that of the moon; laws of reflection; mirrors; refraction; (experiment—a piece of money in a bowl of water;) action of the microscope and telescope; solar spectrum; rainbow; structure and action of the eye; dangers to the eye from excessive use, bad light and fine print; how cats and other animals see in the night; cause of color; twilight.

Heat.—Explain and apply the principles of the following topics and illustrate them as far as practicable. Sources of heat; sensations of heat and cold; burn-

ing glasses; good and poor conductors; clothing; structure of ice houses; contraction and expansion; putting tire on wheel; fire bellows; thermometer; glass cracked by hot water; why clocks go faster in cold weather than warm; how to regulate a pendulum clock when it gains or loses time; freezing water; heat absorbed by change from solid to liquid state; freezing mixture of salt and ice; cooling a heated room by sprinkling water on the floor; boiling water; steam and its force; flame, how produced; carbon; wick of candle, why not consumed; use of glass chimney to a lamp; gas for lighting houses; use of blower in kindling a fire; action of a chimney; advantages and disadvantages of stoves, as compared with the old fashioned fireplaces.

Geography.—Let the teachers be careful not to fall into the lifeless routine method of text-book question and answer, but to teach mainly by topics, used in various and interesting ways.

Arithmetic.—Nothing has been expressly said thus far in this Manual about the use of the blackboard. But the value set on this instrumentality by the school authorities might have been gathered from the frequent directions involving its use. It is indispensable to a well ordered school. There are numberless occasions, in connection with various studies, especially with arithmetic, when the inspiration and success of the lesson depend on the class lining the room at work on the blackboard. It is a bad sign as to the methods pursued in a class when the blackboards are wholly or mainly occupied with drawings and verses, thus indicating that they are not valued and used as helps to recitation. These remarks are applicable to all the classes throughout.

Grammar.—This is now to be taken up as a text-book study for the first time. It is not desirable that the niceties of criticism, which make up the chief part of the text-book, should receive attention. For correctness in speaking and writing is acquired more from practice, and the reading of pure, elegant models, than from the knowledge of rules, and the chief part of the time of grammar scholars must be devoted to those studies that will yield practical fruits. The chief principles of construction and syntax are all that are necessary, and it is especially enjoined not to waste time in memorizing the definitions and rules of the text-book when what they attempt to express is really understood.

Compositions.—The scholars are now becoming old enough to extend the range of their exercises in this important branch; and every practicable device must be instituted to test and enlarge their knowledge of language, through its instrumentality.

FIFTH CLASS.—*Oral Instruction.*—Geology, meteorology, astronomy; historical sketches; Lincoln, Grant, Sherman, Sheridan; Babylon, Nineveh, Herculaneum and Pompeii, Rome, Jerusalem, Athens.

Compositions, Declamations, Abstracts, Written Reviews.

Reading and Spelling.—Fifth Reader finished; analysis of derivative and compound words, with meaning and use of the more common prefixes and affixes; reviews and test exercises in spelling.

Grammar,—completed; parsing from reading book.

Geography,—completed, and reviewed; physical geography specially considered; use of globes.

History,—Text-book completed and reviewed.

Arithmetic.—To currencies, page 256, and review; ratio, simple and compound proportion,

profit and loss, each by analysis only; mental arithmetic; ready reckoning; exercises in combining series of numbers.

Writing.—The elements of book-keeping embraced in this exercise, if desired.

Singing, Drawing, Vocal and Physical Exercises, Morals and Manners.

Oral Instruction.—Only the elements of the sciences named under this head are to be treated of; as for instance, a few lessons on the geological formation of the United States, and especially of Massachusetts; coal-fields; mineral ores; fossiliferous rocks. A few lessons on the earth and its motions; change of seasons; difference in the length of days and nights at different seasons of the year; length of longest day at the equator; at the tropics; at the polar circles; at the poles; tides; solar system; the sun, its office, distance, magnitude, spots; the moon, its size, distance, different phases; eclipses of sun and moon; planets; their relative size, and satellites; comets; fixed stars. A few lessons on winds, clouds, fogs, dew, frost, rain, snow, hail, ice.

Geography.—The scholars should be instructed in the use of the terrestrial globe so as to be able to solve such problems as these: to find the length of a degree of longitude at any given latitude; to find the hours of sunrise and sunset, and the length of day and night at a given place on a given day; to find how long the sun shines without setting at any given place in the north frigid zone, and how long it is invisible, etc.

But few explicit directions are given in relation to the fifth class. For most of the work that they are to accomplish is by way of review, and attention to those broader and higher relations of study, which cannot be strictly defined and regulated. Much in the control of the studies of this class must be left to the discretion of the teachers. But enough has been already said throughout this Manual to impart clear conceptions of what should be the inspirations of the school-room, and what are the grand results to be attained.

Final Remarks.—This Manual closes at this point for the present, as the school committee are not yet prepared to put their views of the work of the High School into explicit form.

The directions that have been made, it must be understood, are not intended to limit and hamper the teachers. The design is to establish a uniform minimum of attainments, so that one class may be readily compared with any other of the same rank, and the teachers may realize the existence of a well understood system, that is to organize all their labors. Beyond securing these ends, the teachers may make the course of study as elastic and comprehensive as may be pleasant and practicable.

Every teacher should have, posted up in the school-room, an established order of exercises for each day in the week, assigning a definite time for the beginning and ending of each exercise, together with the times for and topics of study, as well as recitations.

It is a grave charge against our Common School system, that its rigid classification and methods tend to repress all genius and special aptitudes, and reduce the scholars to a dead level of effort and culture, destructive of the best offices of the mind. It is believed that the modifications of the prevalent methods introduced by this Manual will enable the teachers to develop and foster, to some degree, marked aptitudes of mind, so that they can indicate to parents what occupations will be best adapted to their children in after-life. This point is seri-

ously urged on the attention of the teachers. And in this connection, it is enjoined, that where a scholar manifests an evident mental incapacity for average attainment in any particular study, it shall be taken into reasonable consideration in making up the estimates of scholarship.

It has been explicitly and repeatedly stated that improper habits of speech are not often corrected by means of a knowledge of grammatical rules, but rather through attention to the forms in use in good society, and to pure and elegant models in literature. Let this fact have its due influence. Habits are to be corrected, not rules learned. There is a method so excellent for the reformation of bad habits in the use of language, that it is here expressly prescribed. Let the scholars be instructed to take note of all mistakes or inelegancies of speech that they may notice in their teachers, companions, friends, etc., and at stated times let their records form the subject of conversation and counsel.

Attention has been called to the fact that the formal verbal definitions in the school books most frequently only substitute one unintelligible word for another. Let the teachers of every grade make application of the remarks on this head. Let them remember that they are to explain words by talking over the substance of the sentences in which they occur, in language that shall be familiar and intelligible to the scholars.—*Adopted by the School Committee, December 30, 1867.*

Text-books referred to in this Manual.—Sargent's Readers; Greenleaf's Arithmetic; Colton's Geographies; Kerl's Grammar; Lossing's History of the United States.

NORTON.

Another imperative want in our schools is an increase in the length and number of school terms during the year. It does not suffice to comply with the demands of the law. Six months of school is not enough for any district in town. The long vacations, consequent upon the present arrangement, absorb so much of the mental discipline and personal habit, acquired by pupils during term-time, as to make repellant, not progressive, the labors of our teachers in their schools. Let there be a reform in this, if you would have your schools what they should be, and responding to the wants of the age. Three terms of three months each, with a long vacation in the months of July and August, would come nearer to meeting the wants of our schools in this respect, than the present arrangement.

There is still another want to which we will briefly, and with due respect, refer; and that is, dispensing with the prudential committee system, and adopting that which now is deemed essential in every well-regulated community, for the substantial good and progress of our American Common School. We refer to the system of management now prevalent in our large towns and cities, where some of our very best schools are found. It gives unity and efficiency, thoroughness and progressiveness. It is economical and uniform, securing the

best service, and applying it in the right place, and at the right time. It is, in fact, the only cheap method, and the surest to win, in the long run. We hope the time will come when this system will be fairly tested in Norton, and afford to the people all those advantages enjoyed in many parts of New England.

School Committee.—DAN'L S. C. M. POTTER, HENRY C. FAY, AUGUSTUS LANE.

REHOBOTH.

We are well aware that much fault has been found with those employing teachers, expressly in cases when the duty has devolved upon the town committee; but we wish to call attention to the fact that our best teachers are constantly leaving us for other places on account of the more liberal compensation offered them, and we submit that it becomes necessary to conform ourselves to wages paid in adjoining towns or be content with inferior teachers. By reference to the report of the Secretary of the Board of Education, it will be seen that the average wages of teachers, including board paid in this town, are below the average of the country towns of the State.

We confess, however, that the present condition of our affairs is extremely complicated and calculated to increase our expenses without a corresponding benefit to the schools, and your committee would respectfully submit, in view of the situation, whether we should not lay aside our prejudices and at once proceed to prepare ourselves for that which, sooner or later, will inevitably take place, viz.: the abolition of the district system. In making this suggestion, your committee are not only fully aware of its importance and the serious difficulties attending such a change in the administration of our school affairs, but also of the decided aversion of many of our citizens to such a change. It must be evident, however, to all that the present condition of affairs cannot long continue, and, judging from the past, the contest between the districts and the town cannot long remain doubtful. Your committee, therefore, are of the opinion that we should give this subject a serious and careful consideration.

Discipline.—However much individuals may fail in reducing their theories to practice, it is universally admitted that order and system are an important element to enter into every department of business in which we engage. To the merchant, the farmer, the mechanic it is necessary to the complete accomplishment of the work undertaken. In all governments it is necessary, especially in those that partake of the nature of our own; for although it has pledged to every man the right to life, liberty and the pursuit of happiness, it is evident that in many things this personal liberty must be surrendered to the general

welfare of the whole. In schools, the same general laws exist, and no school could be successful in which each scholar was not required to conform to fixed rules and regulations, that although they might restrain to some extent personal liberty, would conduce to the good of the whole school.

The introduction of a bill into the present legislature asking for the abolition of corporal punishment in the Public Schools of this State, has excited extensive and interesting discussion upon the whole subject of discipline. While it has been clearly demonstrated that complete authority upon the part of the teacher is necessary to the usefulness of the school, it has been made equally clear that nothing is so completely successful in accomplishing this object as moral training; and that should cases occur in which severer measures are necessary, it is unquestionably the duty of every teacher to seek to avoid, as far as possible, the use of the rod and the ferule.

School Committee.—WM. L. PIERCE, HAILE S. LUTHER, WM. A. KING.

SEEKONK.

During the past year, no male teachers were employed in our Public Schools. Formerly they were almost exclusively employed for the winter term. It is, perhaps, well for us to stop and inquire, What has been the effect of this change of teachers in our schools? We think it must have been observed by all acquainted with the subject, that formerly scholars not unfrequently attended our Common Schools until they were twenty years or more of age;—now very few attend over seventeen. Boys of that age, and older, generally leave our Public, for some Private or High School, outside the town, or engage in business. With the above-named fact before us, the question arises, Are our schools as advanced as formerly? We think they are. We find in many of our schools pupils of twelve years, as advanced in geography, arithmetic, grammar and the other branches usually taught, as those of fifteen were, years ago. This is probably owing in part to the superior advantages enjoyed,—a better system of instruction, and perhaps in some measure to better school books. Formerly, doubts were expressed in relation to females being able to govern our schools during the winter term, when large scholars are in attendance; but experience has shown their ability to govern as well as to instruct. Generally, we have as good order in our schools as when male teachers were employed.

Formerly the ferule was considered an indispensable article in the school-room, and daily applied to offenders,—moral restraint was rarely exercised, and order was enforced by fear rather than by love.

The discipline of the school-room is of great importance. It should be such as to implant right principles of action, and accustom the pupil to habitual self-control.

While the government of the school-room should not be one simply of fear, care should be exercised that it be not of a weak or imbecile character;—it should be not only kind, but inflexibly firm. A blow may secure partial submission, but a right principle implanted in the mind of the pupil, secures not merely present obedience, but makes the pupil in the future, the good citizen, an honor to himself, and a blessing to the community.

School Committee.—JOSEPH BROWN, S. M. NASH, S. H. GOFF.

SOMERSET.

We see the necessity of granting a greater amount of recreation to the pupils in our schools, more especially in direct proportion as they are kept quiet while in the school-room. Teachers are apt to demand of young pupils what they cannot reasonably expect of older ones. They, with an apparent demeanor of rage, will exact quietude of small children which every law of their physical nature condemns as repulsive to the continuation of exact organic proportion and their healthy action.

It is unnatural for any vitalized human being to keep in one position for any great length of time, at once; and in direct proportion to their earlier years is this manifested in the change in position—in the restlessness of their bodily natures.

How hard should we regard the task, for us to be obliged to be pinned in one position while some other individual was engaged for six hours every day, in reading ancient history in the Greek language or in speaking in the Hebrew tongue, or in any other, to us, unmeaning and unintelligible words. We too often fall into the error that small children can understand what we are saying when talking to more advanced pupils. The fact should be impressed on the minds of all who have to do with children, that young minds need but little at a time, and that of a quality which may strengthen and profit, rather than overtax and enfeeble. The cramping influence of strait-jacket quietude has done more towards forming an early dislike for the school-room than all other things combined. We always like to see good order prevail in school, and shall not be disappointed in our expectations, if we give our children sufficient exercise out-doors in the pure atmosphere. The mind and body must each receive their proper amount of exercise, that the physical and intellectual natures may not lose their relative proportion.

In some of our schools, we have recommended greater number of intermissions to be given to the junior members, and the result has proved more than we even dared to anticipate. Lessons have been more perfectly learned, and thoroughly understood; recitations have been more prompt; and the general appearance of the pupils has been much improved. The discipline, while in the school-room, has been nearly perfect; and at a much less cost of words by the teacher, and personal restraints to the pupils. To the old dogmas and transmitted errors of inherited customs, of three hours' physical inaction, we say farewell! Your past influence has been fraught with evil; your history is written on the tombstone of the early dead; and your present features are associated with the torments of physical pain.

Let our children have more recreation and they will repay us with good behavior.

School Committee.—F. A. SHURLIFF, D. R. PURINGTON, DANIEL WILBUR, Jr.

SWANSEA.

TRUANT LAW.—At a town meeting held November 5, 1867, the following by-laws were adopted, and, when approved by the Court, will be operative:—

“The following provisions and by-laws respecting children are hereby established by the town of Swansea, and in town meeting it is voted as follows:

“**SECT. 1.** The almshouse in said town of Swansea, is hereby established, assigned and provided as the institution of instruction, house of reformation, or suitable situation for the restraint, confinement and instruction of any minor of said town, convicted of being an habitual truant, or of any child convicted of not attending school and of being without any regular and lawful occupation, and growing up in ignorance, in said town, between the ages of five and sixteen years.

“**SECT. 2.** Any minor of said town, between the ages of five and sixteen years, convicted of being an habitual truant, or of not attending school, and of being without any regular and lawful occupation, and growing up in ignorance, shall be punished by a fine not exceeding twenty dollars, or be committed to the almshouse for such time, not exceeding two years, as the justice or court having jurisdiction of the same may determine.

“**SECT. 3.** The town of Swansea shall annually, at its annual meeting, appoint three or more persons, who alone shall be authorized, in case of a violation of the foregoing provisions and by-laws, to make the complaint and carry into execution the judgments thereon.”

May the need of enforcement be far distant!

Chairman.—J. W. OSBORN.

TAUNTON.

The condition of our schools during the year has been in a large measure satisfactory.

Good discipline has become so general throughout the city that the community would now learn with surprise of a case of general insubordination, such as but a few years ago was certain every winter to render more or less of our District Schools worse than useless.

Through a uniform education in our High School of most of our teachers, we have acquired uniform methods of instruction and discipline throughout the city. Even a casual observer must notice that while discipline has been growing better, the means of enforcing it have been growing milder.

Corporal punishment that has of late been the subject of so much unwise discussion, in some parts of our Commonwealth, (perhaps arising from its abuse,) is getting more and more into disuse in our city, not by the law of the State, nor of the school committee forbidding its infliction whenever the necessity arises, but by those silent laws and influences of our modern civilization that are excluding the necessity itself.

Decisive gain has been made by avoiding the frequent changes of teachers incident to the old district system, and employing, as far as practicable, permanent teachers throughout the year.

As a judicious choice of tools and machinery is indispensable to the success of the manufacturer, the mechanic and the farmer, and as none of these classes can afford to neglect to adopt any great improvements that are made from time to time in the implements of his trade, so no school committee ought to tolerate the wasteful disregard of economy, attendant upon using any but the best text-books in our schools; but should make changes therein whenever study, experience and invention have contrived new books that are clearly and decidedly better than the old.

School Committee.—HARRISON TWEED, ERASTUS MALTBY, ANDREW POLLARD, MORTIMER BLAKE, W. E. FULLER, S. D. PRESBREY, T. J. LOTHROP, THO. T. RICHMOND.

WESTPORT.

Moral and Religious Instruction.—Whoever may engage in the high and noble work of cultivating the intellectual faculties of children, should not forget that there are moral as well as mental principles to be inculcated.

A teacher who has within herself the high nature of her calling, will understand the intimate connection between moral development and

intellectual growth, and she should not neglect to labor zealously, faithfully and conscientiously, to impress upon the sensitive minds of those little ones which may come under her watchful care, the mighty principles of morality and virtue—the great balance-wheels of society.

A teacher who possesses a stainless character, who is actuated by a spirit of Christianity, who breathes through her daily instructions a tone of true piety, who throws around her a moral atmosphere impregnated with obedience, honesty, truthfulness, justice, love to God and love to man—such a person will be loved by her pupils, respected by employers, be a tower of strength in the community where she may reside, and be able to faithfully discharge the duty for which she is responsible not only to man but the Great Teacher of mankind.

We cannot fail to realize the vital importance of combining mental with intellectual culture, the former being absolutely essential to a right and successful use of the latter. Our Public School teachers are required to possess a “good moral character.” Denominational peculiarities should have, of course, no place in our system of education. Some portion of the Holy Bible is required to be read daily, and this exercise should be conducted with profound reverence, and the lesson which it may teach conveyed to the pupils’ minds by earnest remarks of the teacher.

Let the school-room be a nursery of pure and noble qualities. Be constantly on the alert to detect any inclination to depart from the right. Impress upon the infant the inestimable value of obedience, honesty, truthfulness and charity, and labor incessantly, both by precept and example, to break up vicious habits where they may have been formed, endeavoring to promote a feeling of self-respect, and to establish those sublime virtues which will elevate them to positions of usefulness, honor and trust.

School Committee.—A. FRANKLIN HOWLAND, Chairman ; CHARLES F. SHERMAN, Secretary ; CORTEZ ALLEN.

PLYMOUTH COUNTY.

ABINGTON.

Parental influence has much to do with the success or defeat of the best plans we can devise for the education of the young. Those children that enjoy the blessings of a good home, where a deep interest is shown in their welfare, and every possible effort is made to secure

their highest good, become ornaments to our schools by their faithfulness in study and exemplary conduct; while they who have never shared this kindly home influence, who have never been taught by precept and example, that true mental greatness should find its consummation in moral goodness, are poorly fitted to enter upon a course of study designed to qualify them for future usefulness and enjoyment. Let children be taught at home to be obedient to wholesome restraint, to be punctual in the discharge of every duty, and faithful in fulfilling every worthy mission, and the work of educating the young will assume a new aspect, and be prosecuted with greater zeal.

The different degrees of excellence to be observed in school are, in a great measure, the results of the various methods of tuition and discipline. Teachers cannot be too thoroughly educated for their calling. A correct knowledge of the various sciences to be taught, a careful acquaintance with the ability and disposition of the pupil, an ardent love for the development of the human mind, a just appreciation of the true and beautiful in art and nature, and a sound judgment in all matters pertaining to the discipline and welfare of those to be instructed, are qualifications indispensable to a teacher's highest success.

To-day, within the walls of our school-rooms are gathered the future citizens who will assume the positions of honor and responsibility, when they, who now hold them, have passed from earth. How important it is that the education they are now receiving, be of such a character as to qualify them for the intelligent discharge of the sacred trusts soon to be committed to their care. The humble citizen and the exalted statesman should be guided by a broad and comprehensive intelligence. The age demands a more general culture. The need is felt in our workshops, in our places of business, and in the councils of the nation. The powers of thought and action, which are the possession of every child, require a constant training, that they may observe accurately, think independently, and act wisely. This is the culture that every youth in the land should receive. Through its instrumentality, whatever is true and beautiful in the world will be enjoyed, whatever is wonderful and sublime in nature will be admired, whatever is remarkable in science will be investigated, and whatever is striking in history will awaken enthusiasm.

School Committee.—SAMUEL DYER, JAMES H. GLEASON, FRANKLIN POOLE.

BRIDGEWATER.

In some localities, and by some people, the school committee seem to be regarded as the common foe of teacher, children and parent

alike. Their conduct of schools, their employment of teachers, and their action in respect to books, buildings and discipline are criticized with the greatest severity. They are often accused of a prodigal use of school funds. They are often regarded as unjust when they demand thorough instruction and a healthy discipline in school, and will keep in their employ only those teachers who can furnish the one and enforce the other. On the other hand, if any teacher fail of accomplishing all that is expected of him, either in instruction or discipline, they are often said to be indifferent to the interests intrusted to their special care. All this is exceedingly embarrassing officially, and unpleasant personally. If you would have your school committee do their whole duty faithfully, and without let or hindrance, you must give them your confidence and your support. You must not permit yourselves to criticize their conduct and action until you know that you comprehend all the necessities of the case. But as far as it is possible to do, you must co-operate with them heartily and earnestly, in all their various plans and purposes. The office of school committee is not one to be sought after or coveted. The compensation is entirely inadequate to the time spent and the energies employed. Only a deep and earnest interest in the cause of education can induce any suitable person to accept the office. Then regard them only as true and upright men. Impute to them none other than good motives and honest purposes. Recognize and appreciate their deep concern in the welfare of your children. In your final estimate of their services, judge of them not hastily, but after a proper examination of all the facts, and as you judge of men generally in the other offices of life. And when they err,—as they often must,—overlook their fault just so far as it is right that you should. But if they prove unfaithful servants of yours, if they are really unworthy your confidence and support, never re-appoint them to an office which they have filled so dishonorably to themselves and to you.

School Committee.—PHILANDER LEACH, JOHN A. LOTHROP, CHARLES CLARKE HARRIS.

CARVER.

Your children are supposed to be in classes, and if they are absent a day, or for a single recitation, it not only puts them back under discouragements, but brings the burden of two days' work on them to be performed in one, or they pass over a lesson unlearned, which should serve them as a key to unlock the mysteries of coming lessons. In this way children soon become embarrassed and discouraged, so as to lose their interest, and feel that they cannot accomplish what their fellows do. If parents will take the pains to make close observations in regard

to this point, they cannot fail to recognize it as one of vital importance. You will get something of a just idea of this, if, as you visit your school at the time of its closing examination, you carefully look over the register, and note those scholars who have been punctual and constant in their attendance, and as the examination passes before you, you will find those pupils as a general thing to be the ones who have made the greater progress, are the most thorough in the branches they have studied, and have the higher standing in their classes. It is not the mere loss of time with those who are tardy or absent,—it is the loss of position and the advantages of position. The scholar loses explanations and illustrations which are given to a whole class, which no teacher can give to separate individuals to make up these losses without robbing the school as a whole.

But the great loss to the individual scholar, after all, is from the fact that he soon comes to feel that he is behind his fellows, and consequently that he is inferior. Such scholar loses not only courage, but will, purpose, energy and power. He is, by the force of circumstances, somehow crushed into a condition of conscious inferiority. Every day, every portion of a day's absence from his place is a loss. Your child, at its present stage of life, can accomplish in a given period of time more in the prosecution of appropriate studies than he will be able to if they are left to be taken up at the meridian of life, when the mind is pressed by the cares of that stage of life; therefore, a day's time to that child now is worth at least as much as a day will be worth at the period of ripe manhood. If at that period he can command two, three or four dollars per day, then that day to him is now worth that amount. If your son has to leave his business, in the midst of manhood's pursuits, to learn what he now can better learn than then, will not the loss be the full wages of a man? But for him to struggle on through life without the culture, will make the loss to him still greater. Moreover, these privileges are now paid for, and by not attending to avail himself of the privileges, the money is lost, so that if he devotes riper years to study, the price must be paid over again. Parents and guardians do well to count the cost.

For the Committee.—WILLIAM LEACH.

EAST BRIDGEWATER.

High School.—The town is to be congratulated on the successful management of its High School during the first year of its establishment. It has been large, and its own character and its influence on the other schools in town have been excellent. No intelligent person could visit it without feeling the great advantages these young men

and women were enjoying, and the valuable influence, both mental and moral, on all the members of this truly democratic institution. They are learning those higher branches necessary to fix their knowledge of the lower ones. They are applying the rudiments, already familiar, in the direction of more thoughtful and practical life. Their minds are trained to comprehend the topics and principles which bind the elementary facts and processes together. As book-keeping, for example, is related to writing, spelling and arithmetic, so all the High School studies exercise and confirm the preparatory ones. More thoughtful, more useful, members of society are here growing up. They are gaining what, but for this school, would be out of the reach of many of its members; and what is best obtained by all of them here, in their own town, under parental oversight, knowing each other in youth if they are to live together in after years as friends and neighbors.

Moreover, the other schools have felt the benefit of the High School; partly by interesting their older pupils to prepare for it, and also by relieving the lower schools of one great difficulty, namely, that of having many classes in each study, as in the Primer and Fourth Reader, or the lowest and highest grades of arithmetic, carried on in the same room. The most distant schools have felt the impulse of the High School as well as the others. West Crook on the one hand, and Curtis' on the other, have been equally improved by it. For, the objection of inequality of advantage from the High School on account of distance, is much weakened, both by the influence just named, and by this fact, that its members from the farthest points have been at least as punctual and regular in attendance, and as successful in their studies, as those living near the school building. The well known principle, shown in all public meetings,—religious, social or political,—that they who take the most pains to attend, value, enjoy and profit most by them, holds good in the schools.

The vague impression that such a school gives only ornamental instruction, well enough if it can be afforded, but not needed by plain people, would be wiped away from any one's mind who should visit it for an hour. He would see the children of the poorest among us gaining that which is to make their lives, on the farm, or in the shop or store, or at home, more intelligent and successful; giving to all an equal opportunity to improve the gifts God has granted them. We will not, therefore, envy our neighbors of richer towns the possession of their endowed academies, with costly buildings and elegant equipment, but with the tuition fee before the door, which must raise invidious distinctions in the community, and shut out many children, poorer indeed, but no less deserving and capable, than those who enter with a golden key. We think ourselves not less fortunate, but far

more favored, if we can furnish, at some sacrifice it may be in other things, the best education to be had free to every one, and a school with no money barrier about it, demanding only of the applicant that preparation of study which patience and industry will give to all.

The town, a year ago, made an essential change in the management of its schools by the abolition of the school districts and the introduction of the municipal system; and, with its accustomed liberality, voted to raise \$4,000 for the support of its Common Schools, and the establishment and maintenance of a Public High School—a sum one-third larger than that raised for education in any previous year. This sum your committee have earnestly aimed to apply, with strict economy and faithfulness, to the purposes for which it was appropriated.

A cursory view of results under the new system has been given. It is not our purpose here to discuss its merits. It cannot be expected by any candid person that all its superior advantages should be developed in a single year. Yet we can readily point to some of them that are already manifest.

Though nothing further has been done in the grading of the Common Schools, owing to their distance from each other, yet all have been made of equal length. This has never been effected before. The most careful distribution of school money has heretofore resulted in a very unequal apportionment of school privileges.

Not only has the length of schools been greater in the aggregate, but there has been an equality of length among them. Each Common School in town has been continued thirty weeks, giving to all of them, with one exception, from two to four weeks more than they had last year. And is this a small benefit when we consider that the last weeks of the school-year are confessedly much more valuable to regular attendants than the same number of weeks that precede?

The municipal system will also equalize the burdens of building, repairing and furnishing school-houses. It will secure better teachers, as a general rule—for the superintending committee will have a wider circle of teachers and applicants to select from, and a better opportunity for adapting each to the situation in which he will be most likely to succeed. And if a mistake should be made, and a teacher prove incompetent, he can be quietly removed, and another and abler employed, when such a removal under the old system would be in imminent danger of fomenting a party contention productive of wider and more lasting evils than even the continuance of a poor school. In a word, the new system, we believe, is preëminently calculated to secure the best schools, and to extend their benefits uniformly and equally to all parts of the town.

The transfer of a large proportion of the older scholars in town to

the High School, has rendered it expedient in the view of the committee, to employ female teachers to a much greater extent than formerly. We have taken pains in the selection of them, and for the most part have been fortunate. We have retained the well qualified until compelled to part with them by circumstances we could not control, and have displaced the incompetent when convinced that the best good of the school required it. Under the former system, the custom generally was to employ a female teacher in the summer; and, however successful she might be, to remove her for a male teacher in the winter,—thus making frequent change the rule, with all its attendant evils. But the present system admits of the employment, as a general thing, of female teachers through all the terms of the year. And such teachers can be obtained as are in all respects qualified.

They are taking unusual pains to prepare themselves for the work. While the Normal and other seminaries for training teachers are equally open to both sexes, there is a much larger proportion of young ladies than men in these schools. And with the same training, other things being equal, they are generally found to be the most successful—excelling in tact and skill in imparting instruction. And even in respect to discipline, and the maintenance of general good deportment in school, they achieved, it is believed, quite as good an average success as the sterner sex. And the fact that the proportion of female teachers in the Common Schools throughout the Commonwealth, has greatly increased within a few years, shows the high appreciation in which they are held by an enlightened public.

But though there is not so much disproportion as formerly between the compensation of male and female teachers, yet we think the time has come when still more enlarged views should be entertained on this subject, and wages be awarded to teachers whether ladies or gentlemen, very much according to the known ability to impart instruction, and the degree of reputation as successful educators.

It has been thought by many intelligent observers that an undue portion of time has been generally devoted in past years to arithmetic, and not enough to the study of the English language. And it is but too true that many pupils are to be found striving to master the higher principles and processes of mathematics, who cannot speak and write their mother tongue correctly. While advanced and difficult branches of arithmetic might be useful to the professor of mathematics, a thorough acquaintance with the fundamental principles of the science might suffice for all practical purposes in the ordinary affairs of life—and thus much time be saved for the study of grammar, and the construction of our language. This study is as practical as any to which pupils are called,—for all men have occasion to express their

thoughts,—and to do it with correctness and force is of the utmost importance to their scholarship and success, especially in a country like ours. Indeed, nothing is in more constant demand than the proper use of language. It applies to the every-day phraseology of the fireside, and the school-room, as well as the forum.

School Committee.—BAALIS SANFORD, FRANCIS C. WILLIAMS, EDMUND W. NUTTER.

HALIFAX.

We are unable to see the least benefit whatever in retaining the district system. It is an institution of the past, and like others of its time is destined surely to pass away. The school committee, who by law have the “charge and superintendence of all the Public Schools in the town,” should, as a preliminary, designate the persons to instruct those schools over which they are to have such “charge and superintendence.” The appointment, or the power to “select and contract” with the teachers of those schools, should certainly be left to the same committee who are to have the general charge and superintendence. The superintendence should follow the appointment, that the power and responsibility should be vested in one committee, that there may be no shirking of duty in either case, to the detriment of the educational interests of the town, and the future success and happiness of the young. Why the two different duties were placed in the hands of two different committees, when they so legitimately belong together, we are unable to see. To leave the engagement of teachers for our Public Schools in the hands of those who are accidentally selected at the district meetings; those, perhaps, who never make a visit to those schools, and who may know but little of the particular qualifications as to discipline or literary abilities required for their situation in those schools, is certainly leaving the most important interests of our town in the utmost uncertainty.

School Committee.—IRA L. STURTEVANT, SAMUEL CHURCHILL, NATHANIEL MORTON.

HANOVER.

Some little circumstances of the past year, (and straws show which way the wind blows,) suggest that it would be well in this report to call attention to the province of the superintending committee. Many think this is only the examination of teachers, visiting the schools and prescribing the books to be used. If the committee go beyond this, and take, as the law requires, the general charge and superintendence of the schools, insisting on a proper classification of the scholars, and the taking up of studies which ought to be pursued by pupils who are

of a proper age and ability, they are said to be attending to that which is none of their business. Now we contend that the true ground of complaint against your committee is, that they do not attend enough to what is called "none of their business," which in reality is their duty, and so allow evils in our schools to go on from year to year, increasing in magnitude, because it is too much trouble to take hold of them, and because parents and friends don't want them corrected. Teachers, too, sometimes pout fascinatingly, or smile contemptuously, when the committee attend to what is termed "none of their business." Now the matter ought to be better understood. Hence, we state in general, that to the school committee belong the general charge and superintendence of all the Public Schools in town; that while the teacher's contract is with the town, he or she, as the case may be, is responsible to the committee who represent the town. If any difficulty occurs which cannot be settled amicably between the teachers and parents, then the only source of appeal is the school committee, whose duty it is to investigate and decide to the best of their judgment and without partiality. When children are so deficient in morals as to render their influence bad upon others, it is the duty of the committee to exclude them temporarily or permanently from school. In some instances, a pupil has been so openly profane, that only by sufferance has he been allowed to remain in school. These instances, we are happy to say, are very few.

As to the arrangement and classification of pupils, the law vests full authority in the school committee. There is often need that this be exercised. Parents often insist that their children "be put ahead." Thus we find a pupil in the Fourth Reader, when he ought to be in the Second; in the middle of the arithmetic, when he ought to be at the beginning; trying to analyze difficult sentences before he has learned to distinguish a simple from a complex sentence. Parents often forget that the child must creep before it can go alone. Then, many times, children do not have enough to keep them busy during school hours. We find large boys and girls with only reading, spelling, and perhaps writing. In cases where there is no mental deficiency, there should be added arithmetic and geography. Teachers, many times, who have passed a good examination, fail in classification of their pupils. Hence, some one must have authority to set things right.

School Committee.—ANDREW READ, WOODBRIDGE R. HOWES, JEDEDIAH DWELLEY.

HANSON.

In our annual report we rejoice to be able to present the schools in a much improved condition, as compared with former years.

While we are aware that the new system has not been in perfect working order the last year, we will enumerate some of the good results which have already been developed.

By the last annual report, the average length of the schools for the year ending February 1, 1867, was five and three-fourths months. The schools of the last year will, when the present term is completed, have kept—the Primary eight and one-half, and the Grammar nine months; an increase in length greater in percentage than the increase in appropriation.

All the schools of the same grade have been of equal length, and we have been able to secure the services of a better class of teachers for each grade.

In the graded system, the scholars in each school are more nearly of the same age and engaged in the same studies, and there is more harmony and good feeling among them. In the Primary Schools there are no large boys to annoy and oppress the smaller; no rough sports in which the younger cannot participate, and which deprive them of the play-ground; no jealousies that the teacher gives too much of her time to the larger scholars; while in the Grammar Schools the scholars feel that they have reached an advanced position, and endeavor to comport themselves as young men and women, rather than as boisterous school children. Such, at least, is the result as it has come within the observation of the committee.

In employing teachers, the committee are enabled to select and secure those best adapted for the particular grade of school, while the teacher thus selected, having a less number of classes, can give more time to each, and can often form the whole school into one class for the purpose of instruction in elementary exercises, gymnastics, &c. In this direction, the benefits foretold have been more than realized thus far, and as both teachers and scholars become accustomed to the graded system, will be still more manifest.

School Committee.—LEVI Z. THOMAS, JOSEPH SMITH, BENJ. SOUTHWORTH.

HINGHAM.

Discipline.—We have heard no complaints of undue severity having been inflicted on any scholar. We believe that some teachers have not, for a whole term, found it necessary to inflict corporal punishment. In case of incorrigible obstinacy, were it possible that such should occur, teachers are authorized by the school regulations to suspend such for one week, and are required, in that event, to notify the scholar's parent, master or guardian, of the cause of the suspension. If, on returning to the school, the scholar continues disobedient or

idle, he may be expelled by the committee, and shall not be re-admitted during the same term, unless by the direction of the school committee. Teachers may, sometimes, resort to schemes of doubtful propriety in their endeavors to secure obedience. Among those that have been adopted in some places is the morally dangerous one of self-reporting; because the practice may, many times, present strong temptation to falsify.

School Committee.—J. TILSON, GEORGE HERSEY, JR., PETER HERSEY, REUBEN O. SPRAGUE, JAMES BEAL, JAMES S. LEWIS.

KINGSTON.

The most noticeable event on the school record for the year is the organization of the High School in the beautiful and commodious building which had been erected for its occupancy during the preceding year. The house was dedicated, with appropriate ceremonies, in the presence of a large assemblage of people from all parts of the town, May 10th, and occupied by the new school on the following week.

Contrary to the expectation of some persons, who did not think there were scholars enough in town to make a respectable High School, the number applying for admission and possessing fair, if not excellent qualifications, was found to be large enough to fill nearly all the seats which had been provided. Every section of the town was represented by one or more scholars, who have attended the school during the year with a regularity but little, if any, inferior to that with which they had been accustomed to attend their own District Schools.

Secretary.—G. S. NEWCOMB.

The closing of another year summons me to the duty of reporting upon the progress, present condition, and wants of the schools.

The increased appropriation for their benefit has very justly awakened the expectation of increased interest and success. I am happy to believe that such hope has not been disappointed. One-fourth of the sum that has come from the State has been set apart for the purchase of maps and apparatus, while over eighty-four dollars remain in the treasury unexpended. Forty weeks, or two hundred days, are regarded by the best educators as the maximum time that can be profitably devoted in any one year to close study. Our schools have been in session thirty-seven weeks, or one hundred and eighty-five days.

You expect me to speak somewhat at large upon the results of our new High School. The whole number belonging to it during the year is fifty-six,—forty-nine the first term, forty-six the second, and forty-four the third. Each of the old districts has been represented; and

one boy from Plympton, during the first two terms, daily walked more than four miles each way, missing but six days and a half in all, and being tardy but five times. This example of perseverance ought to be worth something to the town, without any very high price for tuition. Of our own boys, the one who has had the farthest to travel, and the only representative from the north-west, has been actually present nearly every day for the entire year. As a general rule, those coming from the outlying neighborhoods have been as regular and punctual as those living near. The average attendance of the entire school during the summer was over 92 per cent., the fall over 90, though in the winter, from causes which in the main were unavoidable, it has fallen to 82 per cent.

For the Committee.—JOSEPH PECKHAM.

LAKEVILLE.

We think it would be a saving of money for the town to provide all the books used in the schools, and have them kept in the school-houses in libraries, under the care of the teachers or librarians appointed by the teachers. The books would then pass down from class to class till they were worn out. One set of books would last for quite a number of years. Almost every old garret in the Commonwealth is littered up with school-books partly worn out, that were used by our parents and grand-parents. The cost of these books was no small sum. Had they been owned by the town, they would have been used till they were worn out, and so a much smaller number of books would have been bought. We think the expense of school-books by this plan would be reduced at least one-half, and besides the books would be always on hand for the use of the schools and no scholar would suffer for the want of a school-book; and why should not the town supply the school-books as well as school teachers, school-houses, etc.? The former are as necessary to the efficiency of the Common School system as the latter. They constitute a part of the expense of a Common School education; and why should not the town, as such, bear the whole expense of giving her children, the poor as well as the rich, all the advantages of her excellent system of Common Schools?

We suggest this matter to the town hoping that ere many years, the legislature may pass an act requiring the towns to supply all needed books for the schools.

School Committee.—JAMES W. WARD, HENRY L. WILLIAMS, MYRICK HASKINS.

MARSHFIELD.

Penmanship.—No branch of education is so liable to be neglected, and in schools generally, no branch is so much neglected as that of penmanship. It is not so purely an intellectual exercise as mathematics or geography, but is largely a mechanical operation, in which the muscles of the hand and arm should be so trained that the writing will be plain, even and easily read. A good handwriting has been said to be a letter of recommendation, and it always raises one in our estimation, if on receiving a letter, we find the penmanship clear, smooth and handsome. Many persons have failed to receive good situations for which they were otherwise well qualified, because they were poor penmen. We wish to call the attention of teachers to the importance of devoting more time to training the pupils so that they will early form a habit of neatness and accuracy in writing. Every day, not less than twenty minutes should be entirely given to the acquisition of this art, care being taken that the pen is properly held, and each letter as accurately formed as possible. The series of writing-books used in our town is well adapted to assist in teaching this useful art.

For the first time in the history of this town have all the scholars had an equal chance to obtain that education which the Public School system of our land is designed to furnish. Each school has been kept thirty-three weeks, which were divided into three terms, of which the winter was the longest, and the other two separated by a long vacation during the warmest part of the summer. Thus it will readily be seen that the terms have been so arranged that the larger boys have been accommodated in the winter, and the spring and fall terms have been kept during that part of the year when the children could best attend.

School Committee.—JOHN H. BOURNE, E. ALDEN, Jr., HIRAM A. OAKMAN.

MIDDLEBOROUGH.

A few of our schools have partially failed, for lack of good government. Some teachers appear to think that the rod is to be entirely discarded; that they must govern by moral suasion, and if that fails, they have done all that is required of them. We, with Solomon, do not so view the matter. When a teacher enters the school-room, it is for the purpose of instructing his pupils in all things pertaining to their usefulness as good citizens,—to cultivate their moral and social as well as their intellectual faculties. They must be taught and required to yield a cheerful submission to a rightful authority. If

this can be done by appealing to the higher motives, it is by far the better way. The teacher must be "master of the situation"; must take such measures as will insure the desired result. The teacher's motto should be,—“Order I must have; but I will exhaust all other resources before resorting to the rod.” The time was, when the rod and ferule were essential parts of the school-room fixtures; when a boy who passed through the winter without getting his “jacket dusted,” was as much commended as a scholar now is for not being tardy or absent. Now, our best teachers, instead of frightening their pupils into obedience by the rod, endeavor to win their affections by gentleness and love, making their discipline similar to that of a kind and judicious parent in his family. Deliberate disobedience, persistent wrong-doing, the spirit of lawlessness and insubordination, whether in the school, family or community, should receive a decided check. Corporal punishment, however disagreeable, is not so great an evil as the continued disregard of a teacher's rightful authority. A teacher, who would be successful, must govern himself, and possess a knowledge of human nature, and of the means and motives by which the young can be influenced.

High School.—Your committee have, for several years, advocated the establishing of a Town High School, in accordance with the requirements of the law and demands of the times. At the annual town meeting of 1867, it was voted to appropriate \$1,000 for a Town High School. Afterwards, the committee were instructed to locate said school in four different sections of the town. The committee made an honest effort to carry out their instructions; but, for lack of scholars in two sections, no school was established in them. At the Rock we found twenty-two scholars qualified to enter the High School, which was successfully taught, during twelve weeks in the fall, by the Rev. F. G. Pratt, at an expense of \$230.

Being unable to secure a suitable building or room at the Corners for the High School, we availed ourselves of an offer made to the town some years since by the trustees of Pierce Academy, and placed the school in their building, in charge of a very enthusiastic and accomplished teacher. This school has been taught forty weeks during the year, averaging fifty pupils, at the expense of \$725; thus leaving in the treasury \$45. This school has been highly pleasing to parents, pupils and committee, and its influence is now felt upon scholars in other schools, expecting yet to enjoy its privileges.

However much money the citizens may vote for establishing schools in different parts of the town, and however willingly and faithfully we may expend such, we are unanimous in the opinion that there should be one school taught nine or ten months in the year, located

where it will accommodate the greatest number of inhabitants. Such a school should have its standard for admission so high that pupils will feel it an honor to enter it, and its course of study so extensive and thorough that they will feel it a greater honor to graduate from it. The High School should be the "head-centre" of our system of Common Schools, and be worthy of the name of Town's College,—forestalling, in a great degree, the necessity of sending our children away from their homes to the Normal School, to the School of Technology, or even to College,—qualifying our teachers, who should have the preference as teachers in our own Common Schools. We believe we have started a school, which, with proper care and encouragement, will become all we have suggested.

School Committee.—E. S. HILL, E. W. DRAKE, A. H. SOULE.

PEMBROKE.

We would urge what has often been urged before, that you assist the teacher more in the management of the school. If the teacher is well qualified in every way for her tasks, and can succeed well enough without any of your help, all goes on well; but if she happens to be a beginner, with some ideas of managing new to the district, and with a little lack of disciplinary power, she is made the subject of store and fireside gossip, very likely in the presence of her scholars, who understand very quickly what a low estimate you attach to her services. If you think she is cross or that she gives too hard lessons, you are apt to tell your children so, and perhaps take them from school, and this, too, without any conference with the teacher. Instead of doing all in your power to assist her by your advice, by encouraging words and by parental exhortations to your children, you do all you can to make her burden heavy, and then find fault if she stumbles.

Suppose that you hired a mechanic to perform a certain labor, and that though he was skilled in the use of tools, your job was a new one to him, would you not think it to be for your interest to furnish him with the best material, to be with him as much as possible, to explain to him your desires, and to consult and advise him to the minutest detail? Would you expect him to make a good job out of stuff that was crabbed and cross-grained, knotty and gnarly and stubborn? You make your children indolent and cross-grained and knotty and set them at variance with the teacher, and then you stand aloof and find fault if she does not fight it out on your line.

We believe it to be for your interests to keep your children at

school under almost any teacher that would be likely to be employed nowadays, and we believe you may make any school profitable by combined and well-directed exertion on your part.

School Committee.—FRANCIS COLLAMORE, WILLIAM WHITING, NATHAN T. SHEPHERD.

PLYMOUTH.

In the matter of discipline, I think our schools are gradually improving. Teachers resort less and less to harsh means of government, as they slowly find out their own moral resources, and learn by daily and painful toil that the mind is always superior to the hand in moulding the character of youth into nobler forms, and in giving to those forms the quality of endurance.

The public discussion which the subject of corporal punishment in schools is now receiving, exerts a wide-spread influence in checking the use of physical force as a means of governing children; and, I have no doubt, the final result of the whole matter will be the disappearance of the rod from the school-room. The advocates of moral suasion, in insisting on the immediate adoption of their theory of discipline, by all teachers, may be right, feeling as they do, that such a reform cannot come too soon; but, when they cease their efforts to convince, and endeavor to accomplish their purpose by inflexible law, I think they are wrong; for the success of a teacher in controlling his school by moral power, depends upon his faith in such power, and lacking the faith, he feels that the law demands an impossibility. Such teachers, it is true, may be removed, and it would be wise to remove them, if there were better men to take their places; but unfortunately, there are none, for society is not yet mature enough to produce an abundant crop of such excellent fruit. Year by year the rod grows shorter, and no longer occupies the prominent position in the school-room which used to be assigned to it. The teacher rather puts it carefully out of sight, and if he feels obliged, at times, to bring it forth, he does it with reluctance, and is not at all anxious to have the fact widely known. In past times, the glory of the school-master was the birch, which he considered the most potent means of preventing vice, and making knowledge and virtue lovely; now he thinks himself lacking in professional skill if, in trying to reach a scholar's intellect and heart, he is first obliged to damage his skin. The rod will soon belong to the barbarism of the past.

Another matter which invites the attention of the committee is the course of study in the High School. Although this course was revised three years ago, I think it admits of further simplification, and the interests of the school demand that the number of studies be

reduced. In the adoption of the original course of study for the High School, it seemed to have been the design of those who framed it, that it should contain a large part of the literature and science of modern times; but this is too much to be required of young persons between the ages of fourteen and eighteen years, as it is also too much to be required of three teachers, however accomplished they may be. It is not pretended that any of these studies are valueless, nor that they are not worth the time and labor necessary to their successful prosecution; on the contrary, they are highly useful and agreeable, but the scholars of the High School have not the time to learn them, and the teachers have not the time to teach them. But why have more to do than can be well done? Because the various intellectual interests of the town seem to require it. We have to educate boys for college, young ladies for a life of refinement and ease, and others who are to live by the skill of their hands. These distinctions seem to point out three different courses of study, and numerous branches to supply the wants of all. Add to these wants, which seem to be founded in the exigencies of society, those which arise from the various opinions in every community as to the studies best adapted to educate the youthful minds. Some require useful knowledge only, and the more of it the better; others ask for nothing but mental discipline. Some prefer the ancient languages and literatures, others prefer the modern. Exclusively practical men demand the sciences and the useful arts, and the wholly ignorant men think that no one needs anything more than reading, writing and arithmetic. The cultivators of special departments of science put in their claims, too. The geologist, who has gained the most of his culture and distinction from geology, asks a place for his favorite science in every course of study for the young. The botanist recommends every child to learn the names of all the flowers of the field; the naturalist insists on the names of all the fowls of the air, and all the fishes of the sea. These ideas radiate from the great intellectual centres, and find their advocates in every society, who demand for them a hearing. By this pressure on all sides, men of the soundest sense and broadest view in matters of education are more or less influenced, and every High School of the State gets twice as much work to do as can be well done. The only cure for this is to select those branches of learning which open the widest views into external nature and the mind of man, and sternly to reject all others of less general range, to which there is not time to give due consideration. By adhering to this course a sufficient length of time, we shall get, it seems to me, the most learning and the best mental discipline for all.

Superintendent.—CHARLES BURTON.

SCITUATE.

Criticism of Teachers.—According to our idea of propriety, criticism of teachers in the school report is a waste of time and paper. It was attempted a few years since, and certainly it was very trying to the writer, if not to the adjectives of our good language. About half the teachers had done very well; and as something about this was to be put before the town, it became a question whether we should say “a good school; she has done well,” in each instance, or, for the sake of variety, try to say the same thing by the use of synonyms. The latter was attempted, and, as was expected, about a quarter of the teachers felt that the language was not sufficiently strong in their cases, and accordingly were aggrieved; and it is needless to add, that where the report was unfavorable, the language used was felt to be *too* strong.

And of what practical advantage is such criticism? It approaches retaliation when adverse, and is likely to be fulsome if favorable, without being able in the least degree to remedy the past. Criticism should fall direct upon the fault as it exists. The teacher will then feel that you are her friend, and desire to help her. It should not even be made before the school, unless, indeed, the school is more responsible for the fault than the teacher. Whisper your criticisms, and they will be likely to do some good.

The question naturally follows, “Who shall criticize the teacher?” Those only who are appointed for that purpose by the town, I would answer. Half the battle would be won with a partially unsuccessful teacher if every one in the district were prudent in speech, looking alone to the committee to guide their teacher and school to greater prosperity. It always gives the committee pain and grave doubts of ultimate success, to hear of a teacher being denounced before her scholars, and particularly because of the certainty of an evil effect upon the children themselves.

This disposition is an overgrowth of our democratic tendencies. In its workings it is like the old Patriarchal government. A man claims exclusive control of his family, surrendering nothing of government to the teacher, and demurring at any acts tending to discipline on her part. Under such a baleful influence our glorious school system would soon crumble into ruins. It would be as fatal to it as that overgrowth of the doctrine of State rights, secession, would be to our government, and is equally reprehensible. It should be checked wherever it may be creeping in. It will ruin your school and your family as well.

Support the teacher. When a teacher discovers that she has the warm sympathy of the parents, she does more work for them at a less

cost to herself; and so, in the light of economy it pays, and will continue to pay like good interest money coming in all through the lives of your children. All the future depends on educating the children of the present, and we can make it bright in prospect.

Foreign Population.—It is with much pleasure that I report that our citizens of foreign birth are supporting our schools with a heartiness that is resulting in much good to their families. Some of the very best scholars in town are of Irish descent, and while these are conspicuous, all are doing well. The father of one of the smartest arithmeticians in town once said to me, "All I fear is that the teacher will indulge my children. I would much rather hear that they had been punished than indulged." That Irishman expressed more good sense in those words than is often heard from those far better educated. I cannot wonder that his children prosper.

When the children of our foreign population shall enter life for themselves, they will, for the most part, possess a good Common School education, which will assist them in a thousand ways, stimulating them to act well their part. They will become Americans in every sense of the word, and these national distinctions which may have been observed in their fathers, and which perhaps the fathers have fondly cherished from a love of their native land, will not appear in the larger portion of the children. It is not surprising then, that these people are such ardent supporters of our Common Schools, since they are the recipients of their benefits in so large a measure.

Superintendent.—G. HUBERT BATES.

SOUTH SCITUATE.

In most of the schools a good degree of improvement in reading has been observed. The committee have been much gratified to perceive more care and accuracy in pronunciation, and were much pleased with the manner in which many of the selections were rendered at the several examinations. A proper loudness of voice was also generally observable, which was a great improvement upon the past.

We were also glad to find in many of the Primary classes, less of monotony and sing-song, and a manner of reading much more pleasing and natural. Much of this improvement is doubtless due to the fact, that a better mode of teaching reading prevails. Instead of being allowed to glide mechanically over many pages, shorter lessons are given, and enforced by example and drill until they are understood and mastered.

We think, however, that scholars are too often advanced to a higher class before they are properly prepared to comprehend and appreciate the lessons they are expected to read. We believe it to be a positive loss to the child to be made to read what he cannot understand. It seems to us clear that a full comprehension and understanding of the subject is necessary to the intelligent reading of it, and although a scholar may be able by practice and drill to read a lesson which is above his comprehension, with proper emphasis, tone and inflection, yet it is evident that very little is gained by the process, for in order to read another lesson correctly, the same method must be repeated. Nothing can be less likely to create a taste or love of reading. Teachers will find it a great help to good reading to question the class before every lesson, until satisfied that it is fully understood.

The subject of corporal punishment in our schools has for some time been a topic of much discussion. By some it is denounced as useless, barbarous and brutal. Without entering into any argument upon the question, we shall content ourselves with saying that we entirely dissent from these opinions. We do not believe that in the present state of society, our schools can be effectually governed if the authority to inflict corporal punishment is withheld from the teacher. The knowledge that such a power exists is frequently a sufficient restraint of itself, and if it was sometimes judiciously employed at home it would tend very much to obviate its necessity in school, for it is well known that nearly all the insubordination and its consequent evils are to be traced to those pupils who are not properly controlled at home.

School Committee.—DAVID B. FORD, JAMES SOUTHWORTH, SAMUEL WATERS.

WAREHAM.

High School.—The committee who had in charge the procuring, fitting up and furnishing a room for the use of the High School, have performed their duty in a very acceptable manner.

We have a very commodious room, well ventilated, with a good heating apparatus, blackboards, recitation seats, neat, substantial and comfortable desks, and in fact the whole arrangement suggests at once, neatness, durability, health and convenience.

In order to procure a suitable number of scholars, your committee necessarily made the standard of admission low at the start. The standard was raised somewhat the second term, and will of necessity be raised from time to time in order to keep the school at the proper size.

The scholars were advised to take but few studies, and to give their whole attention to them. To master thoroughly each branch that

they take up, and after having mastered it, to drop it and take something else; and to get rid of the idea, that they must study English grammar and arithmetic during their natural lives, in order to gain but a very imperfect knowledge of them.

That the system of instruction which allows scholars to take up six or seven branches at once, is very defective; that it serves to confuse the mind of the scholar by forcing into it too many facts and principles in relation to too great a variety of subjects; that consequently the scholar, under this system, obtains a smattering of many things and gains but a very little real practical knowledge of anything.

The scholars connected with this school have generally taken but two or three studies, beside reading, spelling and composition writing; and it is surprising to witness the rapidity and thoroughness with which they have advanced in those branches.

The committee think the scholars deserve much credit for the manner in which they have applied themselves, and the thoroughness shown by each at the examination.

The examination was evidently just what it purported to be, and not what many school examinations are, a mere farce, something gotten up for the purpose of making a display of talent that is not really possessed by the scholar; when each pupil, parrot-like, recites his or her particular part of the programme, and upon which they have been carefully drilled for the occasion.

The classes were called without their books, and each member was questioned upon any and all of the ground over which they had passed, and in so thorough a manner as to leave no doubt upon the part of the committee or spectators that it was an examination in the broadest sense.

We venture to say that all present felt satisfied with the result of this first term of our High School.

The success of our District Schools depends largely on the High School.

This stimulates and lifts them up; and they will generally be what the High School makes them. A motive to thoroughness and completeness in study has been presented, such as never before existed.

The committee find in every district the scholars anxious to secure the needed qualifications, that they may gain admission to the High School. The reputation of our schools abroad also depends largely on the character of the High School. People from out of town who visit this school will invariably form an opinion of the character of all of our schools.

The committee do not believe it necessary for them to urge upon the town the importance of giving this school their united aid and

support, for they believe that all must feel the necessity of sustaining so valuable an institution in our town.

School Committee.—EZRA C. BRETT, BENJ. FEARING, JAMES M. BUTLER.

WEST BRIDGEWATER.

In appropriating enough to lengthen the schools a week or two, we do not get that proportional benefit that we should from an appropriation sufficient to add another term of schooling. To do justice to our own welfare, as compared with other towns, we should have three terms of school, of eleven or twelve weeks per term,—these should be divided into spring, fall and winter terms. They should commence nearly on the first of May, first of September, and first of December. The town would receive much more advantage in this way, than by adding a few weeks to the summer or winter term. In dog-days it is no time to continue school for its advantage; the teacher is tired, school fatigued, and weather disagreeable, and scholars are leaving school. At the close of winter,—the first of March,—is not a good time to lengthen the school, and generally speaking, a term of eleven or twelve weeks is long enough to keep up a good interest without a vacation; in most cases its prosperity after that time does not increase in proportion to its length. Instead of adding a week or two, it would be much more economical and beneficial to make the extra effort for another term in the months of September, October and November, the best part of the year to go to school, if it could not be more than ten weeks. It would require \$2,700 or \$2,800 for the committee to secure three terms of successful schooling with good teachers throughout the town.

A great many advantages from three terms can be seen and given by any who are acquainted with the utility and work of schools. Classification, gradation, uniform progress, and real advancement in school education would be much more complete and perfect. In long vacations some scholars go out of town, or to Private Schools in town, while others receive no schooling,—consequently at another term classes must be newly organized. A new teacher takes charge, and in many respects the school is entirely different from the preceding term; many good methods of the previous teacher, and her principles taught are ignored, or do not have a proper recognition or influence, for want of acquaintance with the former work of the school. With long vacations and a new teacher each term, instruction often goes over much of the last term's work, and frequently there is a partial confliction of methods, and difference of principles between the teachers, which do not work together for success.

It is not altogether the amount of wages paid for teaching, but the number of weeks in the year which teachers are employed, that secures their permanent service. Our compensation for female teachers compares favorably with other towns. When we get a good teacher for the summer term, immediately after the close the committee apply for the next term; but there are four months before it commences, and during that time she wishes some means of employment; therefore she goes away with the understanding that she will teach next term if she gets no school before; but most good teachers find a permanent position before that time, and so our good teachers are transient in their character, looking for more permanent employment. In this way we lose many of our best teachers, while another term would give more permanent employment for the year. Our schools then would be considered yearly ones, and good female teachers for most of them could be engaged quite permanently. A better graduation, and a more practical, useful and systematic course of instruction could be given, and scholars could receive the essential requirements of a Common School education at an earlier age, and a more uniform and higher degree of satisfaction.

Howard School.—For some time our citizens have had a desire, and seen the increased necessity for a High School, in which scholars could pursue a different course of study from that which opportunity allowed in the Common Schools. This object has been supplied by the wise and generous provision of the late Capt. Benj. B. Howard, a native and citizen of this town, but for several years a resident of New Bedford a large portion of the time, whose death has occurred since our last report.

Although the entire management of this contemplated school is very wisely left in the hands of eleven competent trustees, yet as the school committee should be largely interested, closely connected and should co-operate with all that concerns the truest welfare of youthful education, it seems fitting that the school report should properly recognize this important fact and excellent means which has come to our benefit. As expressed in an adopted resolution of the town, "Capt. Howard should be held in grateful remembrance for his munificent bequest for the educational and religious purposes in this his native town."

The high aim and motive that prompted this gift should move us to a faithful and beneficial and virtuous exercise of its privileges.

To give a clear understanding of the provisions respecting this school we give extracts from Captain Howard's will:—

"Believing that it will be for the good of my children, as well as my native town and the public, I give and bequeath to my sons Azel

Howard, Benjamin Howard, Francis E. Howard, and to John E. Howard, Austin Packard, Otis Drury, Pardon Copeland, James Copeland, George D. Ryder, Jonathan C. Keith and John M. Lothrop, their successors and assigns forever, the sum of eighty thousand dollars, to be paid to them by my executors in sixty days after the probate of my will, in trust and for the foundation and endowment of a High School, or seminary of learning, to be called the Howard School, in West Bridgewater, with full power and authority to invest the same in safe and productive stocks or estate, at their discretion, and to apply the income thereof, but no part of the principal, for the institution and support of said school, in such manner as the said trustees, their successors and assigns, shall from time to time in the exercise of a sound discretion judge expedient."

Whatever the trustees in their wisdom and power shall make the character of this institution, its instruction is expected to be free, by the interest of the will, to scholars of the town. These scholars are to be taken from our Public Schools,—this school being supplementary in the wants of education to the Common Schools, both together constituting a complete course of school education: hence the importance in these two steps of learning,—the one being preparatory to the other, and their combined action, instruction and influence tending to the same object and end of education,—of an active co-operation of the trustees and school committee.

For the Committee.—SIMEON J. DUNBAR, Superintendent.

BARNSTABLE COUNTY.

BARNSTABLE.

We still hold to the opinion which has been often presented in these reports in years past, viz.: that the true interests of the schools demand that the engaging, as well as the examining of teachers, should be left with this committee. Remarks upon this subject by the visiting member of the board cannot be out of place. It is no work which this committee craves in itself. Indeed the present arrangement relieves us of a great deal of care, trouble and blame; but we do not feel that while the committee is charged with the general supervision of the schools, they ought to be deprived of the best means to make it effectual. Place a school in the hands of a

competent teacher, and the work is chiefly done. We are often called to examine teachers for particular schools, with whose education we can find no fault, but whom we should never select for those schools. Being acquainted with the various schools, and the different teachers, it is but natural that this committee should be able to allot teachers better than a prudential committee can do. For many failures we do not now feel responsible, as we should if we procured the teachers.

The District System.—This has been discarded by a large majority of the towns in the State. So far as we know the change is universally commended and approved upon trial. Our own town has not kept pace with the advancing sentiment of the times. We regard the reluctance of the town to do away with this ancient system, as a very great impediment to progress in the schools. All educators, with scarcely an exception, condemn the district system. This reluctance is owing in part to the location of the several villages of the town. A High School cannot be located to accommodate any considerable portion of the people. We must do without one, at least such an one as will benefit all the people, and such a system of graded schools as many other towns enjoy cannot be introduced for the same reason. Yet we believe we can come much nearer than many suppose. Such a plan as was proposed a year or two since would give us most of the real advantages. Let the district system be given up, and let the number of school-houses be reduced to eight or nine. The schools could then be properly graded, and the real benefits of a High School could be obtained in most, if not all of our villages.

Concerning the Branches of Study to be pursued.—Our Common Schools are intended for the common branches of study. The majority of the pupils are pursuing those branches, and the time and strength of the teacher should be mainly spent upon them. The scholar who thoroughly masters a few of the elementary studies, such as Arithmetic, Geography, Grammar and Reading, is well fitted for all the ordinary duties of life. There is a strong tendency, in this fast age, towards dabbling in many branches, and securing no thorough knowledge of any. Pupils wish to rush ahead, and teachers too often encourage it—to get into the first class whether entitled to be there or not. They must run through the lower Readers in the series and get into the Fifth, even if not able to pronounce half the words. They must push through the Arithmetic, or leave it half finished, and dabble in Algebra. They must study a little of Grammar and Geography, of Physiology and Book-keeping, of Geometry, perhaps, and Latin, and after all get but a smattering of each. All these branches are well enough, and they ought to be pursued, provided the fundamental branches are mastered, and the character of the school allows.

Then again, perhaps there is as much error upon the other side. Some seem to suppose they must study Geography or Arithmetic all their school days. They go over it again and again, term and term, and seem to make no progress. There are other things besides Arithmetic which a pupil should understand. A wide range is desirable, but for our Common Schools the ordinary branches are generally sufficient.

School Committee.—HENRY A. GOODHUE, GEO. A. KING, ASA E. LOVELL.

CHATHAM.

Children spend so much of their time at the school-house, that they become perfectly familiar with every imperfection connected with it. The patched panes of glass, the rents in the floors, the jackknife carvings upon the benches, the smoked and broken ceilings, and even the music of the creaking seats, are as familiar as the peculiarities of the sled or doll at home. Such influences are well calculated to counteract the refined associations of our elegant homes. Children thus obliged to spend so large a portion of their younger years in an unnatural position upon a rough and sometimes rickety seat, subjecting themselves not unfrequently to incurable deformity, where all the surroundings are poverty-stricken and degrading, will be like to partake somewhat of the same element, and exhibit it not only in the school-room, but its pernicious influences, so indelibly fixed, will affect their habits for neatness, order and propriety in future life. On the other hand, where the school-house is neat, pleasant, roomy and comfortable, beautiful and inviting within and without, its tendency will be to elevate. The children will appear more neatly dressed, with cleaner, brighter faces; those unaccustomed to neatness and refinement will feel the inspiration, and strive to create in their own homes, however humble, the superior element with which they are constantly brought in contact at school.

If you had a favorite pig or yearling intrusted to the care of a neighbor in whom you placed the most implicit confidence, your tender conscience would not allow you to pass the place of his confinement, without turning aside to see that every convenience and comfort was afforded him for the greatest increase of bone and muscle. Much more then should it be your duty to know whether or not your children at school are provided with comforts suitable for the greatest development of their mental faculties. It is not only your privilege, but your duty to make yourselves familiar with all the arrangements of the school-room. We have scores of parents who, if they should wake on some pleasant morning, and unexpectedly find themselves

comfortably seated in either of our elegant Grammar School-rooms, could not for their lives—from any appearance within—tell whether they were in Chatham or Kamtschatka. This should not be so. School visiting should become a habit, and no day should pass without the presence of some one who can as well as not, by their visits, add interest to the school. This would prove an incentive to greater effort on the part of the scholars, and the teacher would naturally labor with increased earnestness, and receive in the approbation of familiar and friendly visitors, ample reward for every extra effort.

School Committee.—EPHRAIM A. TAYLOR, LEVI ATWOOD, ISAAC BEA.

DENNIS.

This town is now placed in the front rank among her sister towns in the Commonwealth, in her school arrangements, having five new (or nearly so) school-houses, of the aggregate value of some thirty-five thousand dollars, affording ample and convenient accommodations for all her scholars, with as perfect a system of gradation as can well be conducted in a country town like ours, and if we fail of success it must be from causes outside of these public arrangements.

It is charged that our school expenses have very largely increased, and that we must retrench; but it is a material question whether retrenchment here is economy. If we have been extravagant we should become economical; but we can ill afford to retrench, if our schools are to suffer as a consequence. While we know that "economy is wealth," we also know that "withholding more than is meet tendeth to poverty," and poverty in education is what we are aiming in all our efforts in this matter to avoid.

But the increase of our school expenses is attributed to the working of our new plan; that is, the abolition of the district system, and the introduction of the graded school.

In 1849 the average wages of male teachers in Dennis was \$28.08, and the average wages of female teachers \$11.18 per month.

In 1859,—ten years later,—our average was \$34.70 for males, and \$14.15 for female teachers, and the aggregate cost of our schools for that year, (1859,) public and private, was \$4,299.55.

For the school year of 1867–8, just now closed, the average wages of our male teachers was \$61.87½, and our female teachers \$25.14, and the aggregate cost of our schools \$6,015.

While therefore we pay our teachers nearly one hundred per cent. more wages, we have increased our aggregate cost less than fifty per cent.

Relatively, however, there is certainly no increase of expense in this direction. In all other public or private matters, there is a correspondent increase of expense, and it is quite unfair to argue that because our school expenses are greater than they were eight or ten years ago, therefore the present system is more expensive than the old.

It is not however so much the question of how much an article costs which should give us anxiety, as, whether we are receiving an equivalent for the money we pay.

Our tax-payers have not done all their duty when they have appropriated their money for the support of Public Schools. Next they should appropriate their influence in efforts to get all the scholars into the school-room; sustain and encourage the teacher while there, and in all proper ways to weed out noxious and prejudicial influences, so as to secure the largest possible returns for the expenses incurred.

When we have dropped the seed into the ground we must follow by careful and continued cultivation, if we would obtain a successful harvest.

It is a pleasure to the committee to notice that the registers exhibit the fact that a larger number of the parents and others have visited the schools during the year than heretofore; especially is this true of the winter terms, and we are willing to state, because we believe it to be true, that the increased success of our schools the past winter is indebted in no small degree to this fact. We do not fully appreciate the value of the influence, to both teacher and pupil, which the parent bestows upon them by their frequent calls and encouraging words in the school-room.

Chairman.—M. S. UNDERWOOD.

EASTHAM.

To cram the heads of children with books and call that "education," while parents neglect their moral training, is as absurd as to suppose that a tree would be symmetrical by allowing all the branches to grow on one side and none on the other. If we look into our Town Records of one hundred and fifty years ago, we shall find the qualifications of the "schoolmaster" to be his ability to "teach children and young persons to read the English Bible correctly, and to cast accounts." His compensation was "30 pounds a year with meals and lodging." What a contrast between then and now! There is now no lack of means; money is expended without stint for the diffusion of popular education. A large and increasing item in our annual appropriations is for the support of schools: but if our youth do not leave school better prepared for life's duties than did those of

a former age, whose whole round of studies consisted in "reading the English Bible and casting accounts," the inference is plain and palpable, that we misspend a good deal of money for educational purposes.

School Committee.—MICHAEL COLLINS, MYRICK CLARK, HEMAN DOANE.

FALMOUTH.

The school committee in presenting their annual report, would congratulate the town on its having, during the past year, made a long stride in the right direction, in the advancement of its educational interests. The district system, with its many evils, has been done away. Three new school-houses have been built in different sections of the town, patterns of architectural proportion, ornaments to the villages where located, each upon a suitable, roomy lot, inclosed with neat substantial fences, the whole not an extravagant cost, yet ample for our wants, fully up to the requirements of the age; and we embrace this opportunity to compliment the building committee upon the satisfactory manner in which their work has been accomplished. The schools too, have been consolidated. Instead of eighteen as heretofore, many of them feeble, sickly schools, numbering from five to ten or twelve pupils, we have now twelve schools, none too large, four graded,—two Grammar, two Primary, and eight mixed schools. Generally, we have to report an increased interest both on the part of parents and scholars, and as a direct result, a higher grade of scholarship throughout the town.

But one school can in any sense be said to have been a failure during the entire year, and that was closed at the expiration of the tenth week. In all the other schools there has been a progress both in scholarship and deportment, which makes a general average higher than that of any previous year within the knowledge of any member of the present committee. It has been our policy, as far as we might consistently do so, to employ teachers either from our own town, or those from other places who had previously taught here successfully; but our aim being as far as possible to elevate the standard of education, and increase the usefulness of the schools, where we have not found the requisite qualifications at home, we have not hesitated to seek abroad.

With two exceptions, both arising from circumstances over which the committee had no control, all the schools have been kept fifteen weeks in summer, and fourteen and two-fifths weeks in winter, making an average of seven and one-fourth months each, or eighty-seven months in all, at an average expense, supposing the town's appropria-

tion to be exhausted,—the bills for fuel are not all in at the time of writing,—of \$29.31 per month.

It will be interesting and satisfactory to compare this with the record of a year ago. We then had to report an average of less than six months' schooling—not enough to meet the requirements of the law. The schools were then of unequal length,—some eight, some thirty weeks during the year. In order to eke out the scanty means, some of the teachers were employed at a compensation of little more than enough to pay their board. Now all have had the privilege of twenty-nine weeks school under the tuition of competent teachers. To recapitulate :

Under the old plan as shown above, six months' school	
must have cost	\$3,539 00
During the year under the new system, $7\frac{1}{4}$ months have cost	2,500 00
Making an actual saving of	\$1,039 00

This is an argument that must convince the most sceptical that on the score of economy, at least, the statement with which we commence this report, viz., that the town has taken a long stride in educational progress, is fully substantiated ; and when it is taken into the account that teachers have been better paid, that the children have had equal school privileges, and that there has been no room for the hitherto oft-repeated threat, “we will have six months school or we will indict the town,” we ask you seriously and candidly, has there not been a substantial and highly satisfactory progress ?

RULES ADOPTED BY THE COMMITTEE FOR THE GOVERNMENT OF THE PUBLIC SCHOOLS OF FALMOUTH.

Article 1. The daily sessions of the several schools shall begin promptly at 9 o'clock, A. M., and 1 o'clock, P. M., except as special direction otherwise may be given by the school committee.

Art. 2. All the school-rooms shall be opened and the teachers be present both morning and afternoon, fifteen minutes before the time for the session to begin.

Art. 3. Each morning session shall commence with the reading of a selection from the Holy Scriptures by the teacher, to be followed by repeating the Lord's prayer in concert.

Art. 4. One recess of fifteen minutes shall be had during each session, except in the Primary Schools, in which there shall be two recesses of ten minutes each.

Art. 5. The teachers shall prescribe such rules for the use of the school-buildings, and also the yards and out-buildings connected therewith, as shall secure their being kept in a neat and proper condition, and shall be held responsible for any want of neatness or cleanliness on their premises ; and when anything is out of order shall give immediate notice to the person appointed to have charge of their particular premises.

Art. 6. Every pupil who shall injure any school property, whether buildings, furniture or fences, shall be liable to pay in full for all damage ; and any pupil

who shall anywhere on the school premises, use or write any profane or unchaste language, shall be punished in proportion to the nature and extent of the offence.

Art. 7. Any teacher may for the purpose of observing the modes of discipline and instruction of others, dismiss his or her school one day in each term, to visit any school or schools in town, by and with consent of the member of the committee having his or her school in charge.

Art. 8. No instructor shall introduce any text-book into his or her school, without the expressed approbation of the committee.

Art. 9. Any moneys contributed to lengthen out the schools may be passed into the hands of the visiting committee for that particular school designed to be benefited, who shall be held responsible for the proper application of the same to the purpose intended; it being understood that the schools thus benefited shall be continued so much longer than the other schools in town, as the amount of money contributed will allow.

The above rules have been printed on cards and copies of the same are posted in each school-house in town.

Shall the school-buildings be used for other than school purposes? This question arises in several sections of the town. We know of no law by which committees are authorized to grant such permission and respectfully suggest that the town express its wishes in this respect, and have caused an article for that purpose to be inserted in the warrant.

School Committee.—JAS. B. EVERETT, JAS. P. KIMBALL, DAVID BRIGHAM.

ORLEANS.

We wish to say a few words in regard to punishments in schools. It is generally conceded that some kind of punishment is necessary to secure obedience to the rules, and to maintain order in the schools. But that there is a great deal of discretion to be used on the teacher's part, in inflicting punishments, we think no one will deny. We are opposed to specific penalties for particular acts of misconduct, for this reason: the degree of wrong in a given act is dependent on circumstances,—on the peculiar inducements, on the intelligence and the susceptibility to be led by others, as well as on the viciousness of the pupil. It is the certainty, rather than the kind of punishment, which restrains those disposed to do wrong. It is therefore the duty of teachers to be careful and not punish any more severely than justice and the demerit require; and probably the experience of all judicious teachers concurs in the conclusions, that the best way to govern a school is by gaining the confidence and good will of the scholars, so that they will esteem it a privilege, as well as a duty, to yield implicit obedience to the rules of the school. But then there are some who will not be governed in this manner,—those that are used to corporal

punishment at home for the most trifling offence, and also those that are subjected to hardly any restraint. In such cases we hold that corporal punishment is very good as a reserved force, to be used when all other measures fail to produce the desired effect; and we should regret to see any law enacted which would entirely prohibit corporal punishment in the schools of this Commonwealth.

School Committee.—JOSHUA L. CROSBY, BENJ. C. SPARROW, ENSIGN B. ROGERS.

SANDWICH.

Four years have now elapsed since the town adopted the Massachusetts town school system, and enough is now known of its working to satisfy your committee of its superiority over the old district system, for which it was substituted. It has had, since its adoption, active opposition to encounter,—an opposition which would be naturally slow to see its advantages; but we think that many who were averse to its workings at the outset, would be unwilling to return to the old system again. We trust, as by its own excellences, it conquers all opposition and becomes more fully established, overcoming the disadvantages which now it has to encounter, being a change which must be the work of years to fully accomplish, that it will receive the hearty support of all really interested in the elevation of the standard of excellence in the schools of Sandwich.

School Committee.—CHARLES DILLINGHAM, HIRAM T. GRAY, WILLIAM C. SPRING.

WELLFLEET.

The graded system, during the last year, has become more fully developed than before, and is thus far a success. It is doing away with the idea of growing into a higher school. The scholar is by it thrown upon his own responsibility. He is made to feel that promotion depends upon individual exertion,—that the class cannot lift him to a higher rank, nor is the class to bear the punishment of individual indolence. This feeling is a spur to exertion, and some such spur humanity ever needs.

The gradual promotion from the Primary to the Grammar and High Schools gives the scholar a more thorough knowledge of each science, especially of the rudiments of the science, than it was possible to obtain in the old mixed school. This thoroughness is very apparent in those scholars who have advanced under the graded system; and we think we may honestly assure you that the expense of the town in building and remodelling our school-houses for the new system, has been money well invested.

Still it must be confessed that there are obstacles in the way of a full development of this system in our Public Schools. A very serious one is the unavoidable absence of a large majority of our male scholars in the spring and summer session. The graded system is founded on the supposition of continuous effort and advance; but this absence of our male scholars breaks in sadly on the continuity; and when the absent ones return to school, they are apt to expect a place in the class they left some eight months before. But this class has advanced two sessions' progress, while the absent ones have retrograded in the interval. To remedy this evil your committee, after much consultation, concluded to make this arrangement. The upper department of the Grammar Schools shall be, as far as rank will admit, a boy's school,—thus giving to those absent in summer the advantage of a male teacher's instruction during the winter session, while those who attend all the year will remain under their old teacher, in the second or female department, and if worthy, be promoted from that to the High School. By this arrangement the order of advancement will be undisturbed, and those who are obliged to be absent in the summer will have the greater advantage in the winter session.

Your committee have felt it their duty to forbid all dismissals from our schools during school hours. This has been done because dismissals have been so frequent as to be injurious to our schools. If an errand was to be run, or a lesson to be shirked, the scholar coaxed father or mother till he obtained a written excuse, or else wrote it himself, and at the end of a term your committee were met, on examination day, with several quires of paper in the shape of excuses. As a general rule these oft-excused scholars are nearer the foot than the head of their classes.

We call your attention to another rule of the committee, viz., the doors of each school-room shall be locked five minutes after the time for school has arrived.

This rule has been passed to prevent tardiness. Education is not merely so much knowledge poured into the brain of a child. It is the formation of those habits of thought and action that will fit him for the business of life; for the habits of early years and school-days show themselves in all the actions of manhood or womanhood. The prompt scholar is the prompt business man. The tardy scholar is ever a man behind his business, chasing the hour that has the start of him. We wish then that parents should remember,—

1st. There are no dismissals from school during school hours.

2d. Scholars are not admitted to school after the doors are locked, which will be done five minutes after the hour for opening the daily session.

3d. Frequent tardiness or absence will cut down the rank of the scholar, and render promotion less probable.

School Committee.—T. N. STONE, N. H. DILL, R. R. FREEMAN, J. Y. BAKER, JOHN SWETT, DAVID WILEY.

MARSHPEE.

The school in the north district was kept twenty-eight weeks, viz.: summer term, sixteen; winter term, twelve.

The summer term was characterized by a good degree of interest and improvement, and was taught by Mrs. M. G. Spencer, a native of the district.

The winter term was kept seven weeks by the missionary, Mr. Wood, with a large attendance and good degree of interest among the pupils. A class completed arithmetic and made a favorable beginning in algebra; but on account of illness, Mr. Wood was compelled to resign the school, and Mrs. Spencer completed the term. The average attendance, considering the scattered population of the district, distance from the school-house, and severity of the weather, was quite remarkable, being seventy-six per cent. of the whole number.

The school in the south district was kept two terms, of twelve weeks each.

In making this report, the committee feel highly gratified with noticing the increased punctuality of the pupils, especially during the past winter.

We are enjoying great privileges for the education of our children, and we earnestly hope the improvement noticeable during the past year, will be improved upon in every respect during the year to come; and that we as parents, may be entirely united in giving our children that stimulus and encouragement, and the teachers that aid, which are needed to secure the greatest success of our schools.

In conclusion we would, in behalf of the people of Marshpee, renewedly express our gratitude for the continued aid of the Commonwealth in maintaining our schools.

School Committee.—FOSTER L. PELL, WALTER R. MINGO, MATTHIAS AMOS.

DUKES COUNTY.

EDGARTOWN.

School Districts.—At the annual meeting in April, 1866, the town voted to abolish the school districts, taking no farther action on the subject at that time. Consequently the district system was partially

continued until April, 1867, when the town authorized the selectmen to make all the necessary arrangements for taking possession of the school-houses and other property, and settling with the districts or their agents.

Graded Schools.—As more than five-sixths of the children of the town reside in the village or town district, it was deemed advisable, upon the completion of the south school-house, to grade the schools. The advantages resulting from this step have been manifest from that time to the present. As was anticipated, the better classification of pupils and the improved discipline of the schools, have enabled them to make far more thorough and rapid progress than ever before.

The maintenance of a High School for a series of years has been creditable to our citizens, and a compliment to their intelligence and public spirit. Were a sensible person of another town disposed to take up his abode among us, his motive for so doing would be very much strengthened by the fact of the existence of such an institution here. Good schools elevate the morals, refine the taste, and, what is esteemed of greater importance by some, enhance the material wealth of a community. As an individual is raised from a low and degraded position by becoming intelligent and moral, so a town may make a respectable rank among her sister towns by acquiring a character for wisdom in the establishment of good institutions of education, or sink into disrepute by refusing to furnish her children with suitable means of knowledge.

Truancy.—The town, at their annual meeting in April, 1867, made choice of three good and efficient persons to serve as truant committee for the year following. The services of these officers were brought into requisition shortly after the opening of the schools, and favorable results were soon apparent. The cases of truancy have not been as numerous as in former years, owing doubtless, to the fact, (well known among the children,) that such a corps of officers was in existence and actually looking round for absentees from school. Although it is matter of regret that any of this class are found among us, we compare favorably with other towns in this respect; not more, probably, than two or three per cent. of our children being justly ranked as habitual truants. We recommend that a truant committee be chosen for the ensuing year; and to avoid any future misunderstanding in regard to compensation for their services, that the selectmen be authorized to draw upon the incidental fund to cancel their bills.

Chappequiddic School.—This school has become very small. But notwithstanding the limited number of scholars, it is important that a school should be kept there, as they could not have access to another

without crossing the harbor, which, in the case of young children, is not to be thought of. The school has been well conducted during the past year, and was satisfactory to all interested.

School Committee.—FREDERICK P. FELLOWS, EDWIN MAYBERRY, JOHN PIERCE.

NANTUCKET COUNTY.

NANTUCKET.

Condition of our Schools.—The progress made in our schools during the past year is exceedingly gratifying. The general efficiency of our teachers, and the promptness of the pupils are worthy of the highest commendation. Physical exercises and singing have received considerable attention in some of our schools; and the proficiency attained by the pupils in these exercises has elicited the admiration of all who have witnessed their performance.

Attendance.—The manifest improvement in attendance is encouraging to all who are interested in education, and is the result of the indefatigable efforts of our teachers, the exertions of parents to assist in promoting punctuality, and a disposition upon the part of the pupils to appreciate and improve their educational privileges. Many parents make great sacrifices to enable their children to secure the advantages of public instruction; and instances have come to our knowledge of children who have been obliged to work hard, and have suffered severe privations in order to maintain a decent appearance, while attending school. Such pupils not only deserve our special approbation, but are noble examples, worthy of all imitation, and form a striking contrast to those scholars, who without any reasonable excuse, injure the whole school of which they are members, by irregularity in attendance. We sincerely hope the next annual report will bear record of still greater improvement in this respect.

Truancy.—Owing to the vigilance of the teachers and the promptness of our truant officers, this evil does not exist to any great extent in this community.

Influence.—We beg leave to add a few words concerning those home influences that cannot fail to counteract the exertions of those teachers who are endeavoring to eradicate all coarseness of speech and manners, and to cultivate correctness in behavior and conversation. Were parents conscious of the effect of their own examples upon

their children, they would be more guarded in their expressions, more watchful in their manners, and more zealous in combining their efforts with the teachers "who furnish their every-day lessons, to train the young to habits of order,—to implant within them true principles of action,—and to fit them to be examples of graceful manners and courtesy in all the relations of life."

Let us be increasingly watchful that while our sons and our daughters are enriching the mind with the priceless treasures of knowledge, they shall not neglect the higher duty of securing the wisdom that is "first pure, then peaceable, gentle and easy to be entreated, full of mercy and good fruits,"—thus establishing a character that has for its basis the attributes of politeness, delicacy in speech and manners, fidelity and a firm adherence to truth.

School Committee.—SAMUEL D. HOSMER, HENRY COLESWORTHY, ARTHUR E. JENKS, CHARLES E. ALLEN, ANDREW G. HUSSEY, REUBEN P. FOLGER, THADDEUS C. DEFRIEZ, JOSEPH MARSHALL, CHARLES P. SWAIN, JOSEPH MITCHELL, 2d.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL
COMMITTEES OF THE SEVERAL TOWNS AND
CITIES IN THE COMMONWEALTH, FOR
THE SCHOOL YEAR 1867-8.

SUFFOLK COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Sum.	In Winter.	In Sum.	In Winter.				SUMMER.		WINTER.	
														Male.	Fem.	Male.	Fem.
Boston, .	192,324	\$378,303,357	283	77	\$1,776,176 26	\$203,883 81	27,960	27,982	26,122	26,251	—	1,476	36,030	59,551	63,549		
Chelsea, .	14,403	7,706,745	54	13	161,900 00	20,637 90	3,028	3,028	2,635	2,588	—	94	3,352	2 55	2 55		
North Chelsea,	858	863,359	4	4	10,600 00	563 00	164	164	156	156	—	—	183	— 4	— 4		
Winthrop, .	634	406,239	3	3	3,000 00	17 57	118	124	91	95	6	8	134	— 3	— 3		
Total, .	208,219	\$387,276,700	344	97	\$1,951,676 26	\$225,122 28	31,270	31,298	29,004	29,090	6	1,578	39,699	61,613	65,611		

ESSEX COUNTY.

Amesbury, .	4,210	\$1,677,632	22	13	\$18,800	00	870	863	724	674	12	69	855	4	19	4	19
Andover, .	5,309	2,702,426	19	14	23,642	25	1,123	1,034	804	839	25	100	844	1	24	2	23
Beverly, .	5,944	3,359,216	20	9	15,000	00	1,168	1,083	832	907	—	96	1,145	3	19	3	19
Boxford, .	868	631,942	6	6	2,000	00	189	179	146	148	2	3	202	—	6	5	1
Bradford, .	1,567	832,083	5	5	11,000	00	290	288	225	236	—	38	385	2	5	3	4
Danvers, .	5,144	2,237,630	17	11	30,000	00	1,034	1,114	826	908	21	146	1,207	2	22	5	19
Essex, .	1,630	912,417	9	6	11,225	00	332	391	260	325	10	50	360	1	10	4	6
Georgetown, .	1,926	760,473	10	8	11,000	00	398	357	343	315	2	25	397	1	9	1	9
Gloucester, .	11,938	4,505,390	39	23	112,500	00	2,798	2,825	2,265	2,371	—	271	2,844	3	60	9	60
Groveland, .	1,620	666,119	5	4	3,500	00	311	297	227	228	5	33	337	—	5	—	5
Hamilton, .	800	481,423	4	4	4,600	00	126	114	90	93	5	20	125	—	4	2	2
Haverhill, .	10,660	4,488,107	41	26	93,000	00	1,722	1,932	1,436	1,635	15	136	2,157	4	43	9	36

SCHOOL RETURNS.

iii

Ipswich, .	3,311	\$1,556,491	12	9	\$10,000 00	\$50 00	570	565	456	449	4	58	577	3	10	4	9
Lawrence, .	21,733	11,240,191	45	15	136,118 00	73,704 52	3,129	3,155	2,438	2,153	-	119	4,462	4	56	4	53
Lynn, .	20,800	10,053,309	43	28	358,300 00	7,094 29	4,507	4,185	3,468	3,484	5	171	4,854	6	65	6	65
Lynnfield, .	725	601,617	3	3	4,800 00	300 00	141	161	107	131	2	25	156	-	4	-	3
Manchester, .	1,643	768,383	8	6	7,000 00	-	358	358	292	292	-	28	381	1	7	1	7
Marblehead, .	7,330	2,131,268	19	12	25,000 00	700 00	1,299	1,368	1,110	1,108	-	75	1,341	2	25	2	25
Methuen, .	2,575	1,292,951	12	9	4,000 00	-	502	476	437	404	11	81	504	1	11	5	7
Middleton, .	922	392,445	4	3	3,500 00	-	215	202	176	173	9	17	218	-	5	-	5
Nahant, .	313	517,194	2	1	2,500 00	855 26	68	72	69	76	-	8	74	1	1	1	1
Newbury, .	1,363	767,849	8	6	1,425 00	40 00	224	208	160	170	4	12	290	-	8	1	7
Newburyport, .	12,980	7,659,960	27	20	65,800 00	2,500 00	2,275	2,169	1,911	1,797	-	110	2,994	7	41	7	41
No. Andover, .	2,622	1,830,829	12	7	65,000 00	30,000 00	434	429	364	362	5	47	502	2	10	2	10
Peabody, .	6,050	3,819,766	15	10	50,000 00	1,500 00	1,281	1,225	1,048	1,004	3	91	1,419	6	20	7	19
Rockport, .	3,367	1,279,717	9	6	17,000 00	200 00	728	755	829	885	-	134	778	-	14	2	13
Rowley, .	1,196	511,171	5	4	1,800 00	-	220	224	159	180	3	20	266	1	5	2	4
Salem, .	21,197	16,192,359	53	14	120,000 00	1,943 29	3,122	3,275	2,386	2,390	-	168	4,920	8	57	8	57
Salisbury, .	3,609	1,680,089	10	10	12,000 00	400 00	664	613	510	468	12	50	773	3	11	7	7
Saugus, .	2,006	1,300,074	9	6	14,500 00	200 00	391	372	307	302	5	15	439	-	9	-	9
Swampscott, .	1,619	1,449,859	6	4	13,000 00	649 22	378	317	285	263	-	13	331	1	6	1	6
Topsfield, .	1,212	687,610	5	4	2,500 00	113 53	198	203	139	162	10	28	240	-	5	2	3
Wenham, .	915	463,558	5	5	3,000 00	-	168	206	137	171	4	36	201	-	5	3	2
W. Newbury, .	2,088	940,919	11	9	15,000 00	216 92	422	425	336	338	7	37	426	-	11	1	10
Total, .	171,192	\$90,393,467	520	320	\$1,268,510 25	\$150,581 29	31,715	31,440	25,362	25,441	181	2,330	37,004	67	612	113	566

BOARD OF EDUCATION.

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Average length as returned by Committees.		Males.	Females.				
Boston, . . .	68	625	1,272.12	1,732.10	3,005.02	10.12	\$242 69	\$86 43	\$638,450 00		\$7,000 00		\$7,000 00
Chelsea, . . .	2	55	297	297	594	10.10	187 50	43 17	46,000 00		1,300 00		1,300 00
North Chelsea, . . .	-	4	21	21	42	10.10	-	34 50	2,250 00		34 50		34 50
Winthrop, . . .	-	3	17.04	11	28.04	9.07	-	31 34	1,000 00		32 23		32 23
Total, . . .	70	687	4.13	6	10.13	-	\$215 10	\$48 86	\$687,700 00		\$8,366 73		\$8,366 73
													\$7,000 00

ESSEX COUNTY—CONTINUED.

Amesbury, . . .	4	23	67.05	92.07	159.12	7.5	\$62 50	\$24 21	\$5,000 00	\$150 00	\$248 00			
Andover, . . .	2	28	84.04	87	171.04	8.11	116 00	36 35	6,000 00		444 00			\$120,000 00
Beverly, . . .	3	24	95	95	190	10	93 33	27 90	8,500 00		403 74			3,000 00
Boxford, . . .	6	7	23.10	18.01	41.11	7	47 60	22 14	1,000 00		140 00			2,361 65
Bradford, . . .	3	7	22.07	22.07	44.14	8.19	76 94	30 00	2,500 00		92 60			
Danvers, . . .	5	27	98.10	53.05	156.15	9	76 95	25 00	7,635 00		311 00			
Essex, . . .	5	10	46.3	33.01	79.04	8.16	65 00	28 59	2,500 00		153 00			
Georgetown, . . .	1	16	42.15	45.15	88.10	8.17	80 00	24 21	2,700 00		169 85			
Gloucester, . . .	10	76	154	154	308	10.13	106 75	23 54	21,000 00		1,861 05			
Groveland, . . .	-	9	18.15	13.10	32.05	7.07	-	30 73	1,085 65		71 71			
Hamilton, . . .	2	4	16	11	27	6.15	42 50	25 83	800 00		41 00			
Haverhill, . . .	9	46	177.05	194	371.05	9.01	93 52	37 93	20,600 00		558 25			

SCHOOL RETURNS.

v

Ipswich, .	4	11	63.12	42.12	106.04	8.18	\$61 12	\$24 00	\$3,800 00	-	\$115 00	\$5,000 00
Lawrence, .	4	59	225	225	450	10	160 00	44 25	34,342 38	-	640 00	-
Lynn, .	6	78	215	236.10	451.10	10.10	143 00	41 12	42,420 02	-	944 50	-
Lynnfield, .	-	5	19.10	10	29.10	9.17	-	29 71	900 00	-	69 00	-
Manchester, .	1	12	37.05	37.05	74.10	9.06	75 00	24 19	2,250 00	-	200 00	-
Marblehead, .	3	28	103.10	99.15	203.05	11	90 90	24 37	8,000 00	\$700 00	72 00	5,350 00
Methuen, .	5	12	38	39.10	77.10	6.09	58 70	26 30	3,500 00	10 00	160 00	-
Middleton, .	-	5	17.18	13.16	31.14	7.19	-	27 00	1,050 00	-	60 00	-
Nahant, .	1	2	10.10	12	22.10	11.05	66 66	41 66	1,600 00	-	76 00	-
Newbury, .	1	10	35.15	26.05	62	7.10	35 00	21 92	1,300 00	50 00	75 00	15,000 00
Newburyport, .	7	49	94.05	175.05	269.10	10	95 70	36 64	22,500 00	-	114 00	65,000 00
No. Andover, .	2	10	69.15	46	115.15	9.13	102 40	26 23	4,970 00	-	250 00	700 00
Peabody, .	8	22	76.02	76.01	152.03	10.03	114 42	37 54	14,850 00	-	504 00	3,000 00
Rockport, .	2	15	40	47.05	87.05	9.07	50 68	32 30	4,000 00	-	276 00	-
Rowley, .	2	7	19.05	15.05	34.10	6.18	47 50	24 34	1,200 00	-	80 00	-
Salem, .	8	64	220	322	542	10.05	145 57	44 91	44,602 58	-	2,158 00	4,000 00
Salisbury, .	6	9	49.05	65	114.05	7.05	54 00	23 00	4,000 00	-	200 00	-
Saugus, .	-	13	40.10	49.05	89.15	10	-	29 00	3,369 65	-	197 00	-
Swampscott, .	1	6	28.10	36	64.10	10.15	83 33	25 00	4,000 00	-	124 00	-
Topsfield, .	2	7	17.17	17.13	35.10	7.02	38 50	25 40	1,000 00	-	46 00	-
Wenham, .	3	6	27	15.05	42.05	8.09	53 34	30 30	1,500 00	-	122 40	-
W. Newbury, .	1	16	38.10	49.10	88	8	28 00	27 24	2,670 32	-	-	-
Total, .	117	723	4.10	4.15	9.05	-	\$78 80	\$29 50	\$287,125 60	\$910 00	\$10,977 10	\$224,411 65

SUFFOLK COUNTY—CONCLUDED.

TOWNS.	Income from School Fund. Local	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu- ary 25, 1868.
			Number.	How supported.	Length. Mos. Days.	Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate paid for Tuition.	
Boston, .	\$472 60	-	1*	Taxation,	10.06	\$4,000 00	+	-	-	56	\$186,173 00	\$9,722 96	
Chelsea, .	-	-	1	"	10.10	2,500 00	-	-	-	5	7,000 00	984 33	
North Chelsea,	-	-	-	-	-	-	-	-	-	-	-	124 02	
Winthrop, .	-	-	-	-	-	-	-	-	-	-	-	108 97	
Total, .	\$472 60	-	2	-	-	\$6,500 00	-	-	-	61	\$193,173 00	\$10,940 28	

ESSEX COUNTY—CONCLUDED.

Amesbury,	-	-	1	Taxation,	10	\$650 00	-	-	-	3	\$400 00	\$310 00
Andover,	\$6,500 00	-	1	Tax 'n part,	9.13	1,250 00	3	375	-	2	550 00	345 60
Beverly, .	180 00	-	1	Taxation,	10	1,200 00	-	-	-	2	480 00	364 50
Boxford, .	133 70	\$64 10	-	-	-	-	-	-	-	2	400 00	131 70
Bradford, .	-	-	1	Taxation,	10	800 00	1	70	3,781 24	1	303 40	167 02
Danvers, .	-	300 00	1	"	10	1,000 00	-	-	-	1	377 50	403 94
Essex, .	-	-	-	-	-	-	-	-	-	-	-	167 30
Georgetown,	-	-	1	-	9.15	800 00	-	-	-	-	-	189 49
Gloucester,	-	-	1	Taxation,	10.05	1,500 00	-	-	-	60	750 00	800 01
Groveland,	-	-	-	"	-	-	-	-	-	1	35 00	166 21
Hamilton,	-	-	-	-	-	-	-	-	-	25	-	108 69
Haverhill,	-	521 18	1	Taxation,	10.10	1,500 00	-	-	-	-	425 00	630 74

SCHOOL RETURNS.

vii

Ipswich, .	\$360 00	-	1	Taxation,	10	\$1,050 00	-	-	-	2	105	\$2,800 00	\$236 05
Lawrence, .	-	-	1	"	10	2,000 00	-	-	-	28	-	1,000 00	1,177 70
Lynn, .	-	-	1	"	10.10	2,000 00	-	-	-	6	280	9,214 00	1,332 73
Lynnfield, .	-	-	-	-	-	-	-	-	-	-	-	-	112 53
Manchester, .	-	-	1	Taxation,	9.10	712 50	-	-	-	-	-	-	179 90
Marblehead, .	662 00	-	1	"	11	1,000 00	-	-	-	2	60	450 00	468 86
Methuen, .	-	-	-	-	-	-	-	-	-	1	40	110 00	-
Middleton, .	-	-	-	-	-	-	-	-	-	-	-	-	133 07
Nahant, .	-	-	-	-	-	-	-	-	-	-	-	-	94 99
Newbury, .	800 00	-	-	-	-	-	-	-	-	-	-	-	151 14
Newburyport, .	3,500 00	-	2	Taxation,	10	1,200 00	\$550 00	42	60	10	120	800 00	895 04
No. Andover, .	40 00	-	1	"	9.10	1,000 00	-	-	-	1	15	250 00	-
Peabody, .	180 00	\$335 17	1	"	10.10	1,500 00	-	-	-	-	-	-	458 72
Rockport, .	-	-	1	"	9.05	555 00	-	-	-	-	-	-	262 07
Rowley, .	-	-	1	-	-	-	-	-	-	1	40	45 00	146 48
Salem, .	200 00	-	1	Taxation,	10.05	2,000 00	-	-	-	31	1,637	24,160 00	1,392 17
Salisbury, .	-	-	1	"	10	700 00	-	-	-	-	65	170 00	282 06
Saugus, .	-	-	-	-	-	-	-	-	-	-	-	-	194 42
Swampscott, .	-	-	-	-	-	-	-	-	-	-	-	-	162 92
Topsfield, .	-	-	-	-	-	-	-	-	-	-	-	-	144 84
Wenham, .	-	-	-	-	-	-	-	-	-	-	-	-	128 14
W. Newbury, .	-	-	-	-	-	-	-	-	-	2	75||	50 00	194 16
Total, .	\$12,555 70	\$1,220 45	20	-	-	\$22,417 50	\$12,331 24	547	7	74	2,805	\$42,769 90	\$11,933 19

‡ Roman Catholic Schools.

‡ Average.

|| For one month.

* There are also the English High School and the Girls' High and Normal School.

† Some 3,400 children are educated in Charitable Institutions.

MIDDLESEX COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Direct- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Sum'r.		In Winter.					Male.	Fem.	Male.	Fem.
Acton, .	1,660	\$854,719	11	6	\$3,000 00	\$238 15	343	388	271	345	4	89	312	11	1		
Arlington, .	2,760	2,832,684	13	5	40,000 00	300 00	577	569	468	461	—	62	584	12	3		
Ashby, .	1,080	508,393	10	9	2,500 00	25 00	188	228	165	250	10	57	204	9	1		
Ashland, .	1,702	632,632	9	6	5,500 00	—	360	386	354	360	4	44	362	1	8		
Bedford, .	820	489,123	6	6	9,000 00	20 00	133	136	104	108	14	13	145	6	6		
Belmont, .	1,278	3,521,429	7	5	24,000 00	14,900 00	276	277	238	240	—	27	257	1	7		
Billerica, .	1,808	1,086,563	11	10	2,000 00	50 00	318	333	234	273	29	20	342	13	1		
Boxborough, .	454	238,592	4	4	2,400 00	20 00	85	105	76	96	—	29	81	4	4		
Brighton, .	3,859	3,812,694	14	7	85,000 00	25,200 00	935	843	710	699	11	37	874	3	16		
Burlington, .	594	408,136	6	5	4,500 00	70 00	103	77	86	62	5	12	104	5	5		
Cambridge, .	29,114	25,897,971	30	19	350,000 00	14,574 27	6,527	6,680	4,896	5,143	1	517	7,323	12	115		
Carlisle, .	629	354,122	5	5	2,650 00	17 89	122	146	107	122	6	31	146	5	1		
Charlestown, .	26,398	18,292,544	43	19	322,550 00	75,500 00	5,758	5,854	4,522	4,351	8	180	5,679	9	96		
Chelmsford, .	2,296	1,546,508	12	10	10,200 00	—	485	504	360	426	14	88	513	13	5		
Concord, .	2,231	1,658,881	11	11	25,000 00	507 00	423	423	371	371	11	59	422	1	11		
Dracut, .	1,905	1,109,304	13	11	10,000 00	500 00	346	391	280	343	9	66	290	12	2		
Dunstable, .	533	391,146	5	5	1,500 00	33 00	81	108	72	90	9	21	89	5	5		
Frammingham, .	4,681	2,799,308	18	13	50,000 00	1,815 63	768	768	673	673	20	85	875	2	18		
Groton, .	3,176	1,553,920	18	17	10,000 00	1,050 00	597	688	492	507	43	53	746	1	15		
Holliston, .	3,125	1,502,682	16	10	19,000 00	643 50	692	716	592	621	27	137	698	1	16		
Hopkinton, .	4,140	1,595,257	22	16	35,000 00	17,864 81	962	1,035	869	844	22	78	1,087	1	18		
Hudson, .	—	—	9	6	25,000 00	15,267 49	292	384	243	338	8	33	394	1	8		
Lexington, .	2,223	1,747,459	10	7	20,000 00	801 17	460	413	362	324	7	31	442	5	8		

SCHOOL RETURNS.

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	710	\$606,833	5	\$8,000 00	\$53 00	134	126	114	108	2	12	154	-	5	4
Lincoln, .	967	632,380	7	10,000 00	9,028 36	239	234	200	196	14	58	209	-	1	4
Littleton, .	967	632,380	7	10,000 00	9,028 36	239	234	200	196	14	58	209	-	1	4
Lowell, .	31,004	20,980,041	57	198,700 00	31,322 85	7,790	7,330	4,687	4,775	6	652	6,052	13	93	5
Malden, .	6,871	4,040,431	26	61,900 00	4,750 00	1,623	1,675	1,285	1,312	-	78	1,686	5	26	6
Marlborough, .	7,209	2,530,822	23	44,800 00	2,344 40	1,169	1,102	995	890	4	106	1,406	3	21	4
Medford, .	4,860	5,491,054	17	55,700 00	1,800 00	1,195	1,195	929	929	2	102	1,145	4	17	6
Medrose, .	2,866	1,704,583	10	20,000 00	949 00	582	570	526	507	-	16	621	1	11	1
Natick, .	5,220	1,841,121	22	40,000 00	2,000 00	1,161	1,064	988	887	-	66	1,187	1	22	1
Newton, .	8,978	9,800,738	42	214,500 00	64,534 00	1,975	2,018	1,657	1,706	-	177	2,073	10	38	10
No. Reading, .	991	577,389	5	4,000 00	150 00	207	215	102	170	15	15	210	1	4	5
Peperell, .	1,709	924,405	11	8,000 00	187 00	401	368	331	349	14	94	392	2	9	9
Reading, .	2,436	1,293,056	14	28,031 00	12,259 85	674	596	480	473	15	42	561	1	14	1
Sherborn, .	1,049	869,539	8	15,000 00	3,500 00	193	217	160	176	2	36	221	-	7	7
Shirley, .	1,217	676,275	9	12,000 00	381 26	283	312	242	252	-	-	338	-	9	4
Somerville, .	9,366	5,683,244	37	158,450 00	41,000 00	2,289	2,267	1,864	1,846	13	82	2,123	7	35	7
Somerville, .	3,299	1,333,637	12	20,000 00	4,297 46	625	562	508	457	11	50	575	1	12	1
Stow, .	1,537	764,278	7	9,900 00	-	284	356	230	299	9	52	367	-	7	1
Sudbury, .	1,703	1,052,778	8	9,000 00	84 00	398	312	249	252	6	67	369	-	8	8
Tewksbury, .	1,801	747,624	7	9,725 00	2,100 00	251	225	211	179	7	17	255	-	7	7
Townsend, .	2,056	737,352	15	3,500 00	200 00	330	383	286	334	16	80	374	-	14	4
Tyngsborough, .	624	348,137	8	3,000 00	-	117	119	88	120	6	30	112	-	7	2
Wakefield, .	3,245	1,778,786	13	29,000 00	1,676 74	655	605	508	471	2	70	664	2	16	1
Waltham, .	6,897	5,552,109	23	66,500 00	10,585 00	1,406	1,456	1,168	1,234	18	81	1,213	2	25	2
Watertown, .	3,779	2,757,957	14	57,000 00	4,793 90	827	711	650	589	9	52	856	4	11	4
Wayland, .	1,138	658,073	7	6,350 00	485 71	205	187	184	156	2	29	230	-	7	7
Westford, .	1,568	998,438	10	3,500 00	158 00	284	282	218	240	20	39	329	-	1	1
Weston, .	1,231	1,103,274	7	1,700 00	500 00	228	210	174	179	6	39	224	1	7	7
Wilmington, .	850	563,181	5	2,000 00	-	177	183	148	145	7	12	175	-	5	5
Winchester, .	1,969	1,455,772	11	46,000 00	1,493 88	483	500	417	482	4	60	554	2	11	2
Woburn, .	7,002	4,986,549	24	55,200 00	4,331 50	1,528	1,584	1,345	1,417	8	122	1,687	4	24	5
Total, .	220,618	\$155,324,723	767	\$2,260,256 00	\$374,363 32	48,544	47,416	37,549	38,177	475	4,105	48,331	102	911	134,904

* Included in Marlborough and Stow.

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of board, fuel, and school-rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Average Teachers per month, including the Value of Board.							
						Males.		Females.					
Acton, .	1	22	48.15	34.10	83.05	7.10	\$46 00	\$26 06	\$2,325 00	-	\$132 96	-	
Arlington, .	3	16	65	65	130	10	140 00	46 45	12,000 00	-	175 00	\$5,354 00	
Ashby, .	1	9	22.02	20.06	42.08	4.09	70 00	24 00	1,300 00	-	89 00	-	
Ashland, .	2	11	32.05	32	64.05	7.03	105 26	27 67	2,850 00	-	73 00	-	
Bedford, .	-	10	29.13	19.15	49.08	8.05	-	24 00	1,300 00	-	60 00	-	
Belmont, .	1	9	21	53.10	74.10	10.10	142 85	39 46	4,400 00	\$300 00	175 00	-	
BillERICA, .	1	17	38.18	31.19	70.17	7.02	30 00	23 66	1,800 00	-	120 00	21,000 00	
Boxborough, .	-	5	10.10	12.05	22.15	5.04	-	37 10	500 00	24 00	45 00	-	
Brighton, .	3	19	70	73.10	143.10	10.05	125 84	25 00	12,120 00	-	635 00	-	
Burlington, .	-	5	24	7.15	31.15	6.07	-	25 00	914 00	-	50 00	-	
Cambridge, .	12	139	148.09	153.08	301.17	9.18	187 29	53 31	89,284 95	-	1,298 76	8,000 00	
Carlisle, .	1	6	15	15.05	30.05	6.01	45 00	27 05	825 00	-	40 00	500 00	
Charlestown, .	11	108	195.02	264.10	459.12	10.13	149 54	46 67	73,329 81	-	2,485 00	5,600 00	
Chelmsford, .	5	16	38.04	35.10	73.14	6.03	49 40	24 70	2,500 00	-	165 00	-	
Concord, .	1	19	52.05	52.05	104.10	9.10	105 25	29 10	4,500 00	-	214 75	1,581 59	
Concord, .	2	17	36.10	43.06	79.16	6.02	35 00	30 00	2,600 00	-	254 00	-	
Dracont, .	-	7	12.11	18.06	30.17	6.03	-	23 15	700 00	-	41 00	-	
Dunstable, .	-	24	78	78	156	8.13	105 00	34 55	8,000 00	18 00	329 50	4,259 00	
Frammingham, .	2	25	50.14	75.09	126.03	7	48 40	29 00	4,500 00	40 00	250 00	40,620 00	
Groton, .	6	20	61.06	69	130.06	8 02	105 25	28 15	5,000 00	-	330 00	-	
Holliston, .	1	27	105.15	53	158.15	8.07	79 80	30 15	5,900 00	-	231 70	5,000 00	
Hopkinton, .	2	11	17.05	42.03	59.08	8	100 00	32 75	3,000 00	-	155 23	-	
Hudson, .	1	11	17.05	42.03	59.08	8	100 00	32 75	3,000 00	-	155 23	-	
Lexington, .	6	10	61.09	37.16	99.05	9.18	79 34	24 00	5,000 00	-	207 45	-	

SCHOOL RETURNS.

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	8	27.05	13	40.05	8.14	-	\$32 80	\$1,200 00	-	\$45 00	\$1,209 21
Lincoln, .	3	23	21.05	44.05	6.06	50 81	26 58	1,500 00	\$66 00	90 00	-
Littleton, .	7	23	345.19	611.18	10.17	186 05	40 52	83,923 37	-	2,655 55	-
Lowell, .	13	265.19	136.10	273	10.10	123 81	40 30	18,500 00	-	375 00	-
Malden, .	7	136.10	84.17	169.15	8.08	90 55	31 65	10,500 00	24 00	414 65	2,400 00
Marlborough, .	4	84.18	98.18	180.10	10.10	112 69	41 73	14,410 59	-	350 00	-
Medford, .	6	19	52.10	100	10	180 00	37 20	6,000 00	-	170 00	-
Melrose, .	1	12	47.10	171.11	7.16	110 00	30 94	7,600 00	-	244 00	-
Natick, .	1	82.14	88.17	171.11	10	168 00	56 48	41,500 00	-	1,381 19	-
Newton, .	11	220.10	199.10	420	6.16	22 00	25 84	1,050 00	-	87 99	1,000 00
No. Reading, .	6	16.10	17.10	34	6.04	62 48	23 11	2,300 00	41 50	92 00	-
Pepperell, .	2	33.15	34	67.15	8.02	103 10	27 50	4,750 00	72 00	173 00	-
Readings, .	1	56	57.05	113.05	7.04	90 00	26 85	1,500 00	-	118 50	5,000 00
Sherborn, .	1	24.09	27.10	51.19	6.10	35 67	27 08	1,700 00	150 00	85 75	6,000 00
Shirley, .	9	29.01	29.08	58.09	10.10	136 50	46 80	29,500 00	700 00	1,150 00	-
Somerville, .	10	166.10	222	388.10	9.04	125 00	36 75	6,000 00	-	300 00	-
Stoneham, .	2	63.03	44.02	107.05	7.04	47 60	29 08	1,500 00	-	128 30	-
Stow, .	1	24.05	23.08	47.13	8.06	-	27 75	2,000 00	-	287 11	300 00
Sudbury, .	12	40.18	25.07	66.05	5.07	48 00	26 56	3,000 00	-	145 50	-
Tewksbury, .	12	27.15	31	58.15	8.08	41 71	19 27	1,150 00	-	23 50	-
Townsend, .	4	34.05	44.05	78.10	6.04	117 08	34 00	6,000 00	37 40	364 00	-
Tyngsborough, .	2	20.05	23	43.05	9.13	130 49	35 93	14,046 31	-	499 56	-
Wakefield, .	2	63.16	63.16	127.12	10.05	21 43	42 94	11,350 00	-	300 00	-
Waltham, .	2	106.10	120.15	227.05	10.10	-	30 40	1,875 00	17 50	133 51	200 00
Watertown, .	5	94.10	48.15	143.05	8.10	45 00	27 89	1,600 00	12 00	124 11	20,000 00
Wayland, .	13	28.06	30.11	58.17	5.06	107 34	25 83	2,455 00	300 00	90 00	-
Westford, .	1	25.16	27.05	53.01	9.04	-	28 00	1,000 00	-	57 00	-
Weston, .	1	22.10	24	46.10	6.05	114 25	35 58	6,653 61	-	225 00	-
Wilmington, .	7	14.04	16.19	31.03	9.16	80 34	33 80	14,668 50	-	1,100 00	17,000 00
Winchester, .	4	36.05	64.15	101	9.06	-	-	-	-	-	-
Woburn, .	6	90.10	133	223.10	9.06	-	-	-	-	-	-
Total, .	159	4.04	4.10	8.14	-	\$93 27	\$31 83	\$545,681 14	\$1,802 40	\$18,880 57	\$145,023 80

MIDDLESEX COUNTY—CONCLUDED.

TOWNS.	Income from School Fund.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.	HIGH SCHOOLS.				INCRP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu- ary 25, 1888.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Ave No. of Scholars.	Aggregate p'd for Tuition.	Number.	Ave No. of Scholars.		Aggregate paid for Tuition.
					Mos. Days.									
Acton, .	-	\$164 84	1	Taxation,	-	10	\$1,800 00	1	-	-	2	30	\$50 00	\$164 84
Arlington, .	\$332 66	-	1	-	-	-	-	-	-	-	1	8	500 00	230 02
Ashby, .	-	-	1	Taxation,	-	9.10	1,000 00	1	-	-	-	-	-	125 67
Ashland, .	-	-	1	-	-	-	-	-	-	-	1	18	250 00	172 24
Bedford, .	-	-	1	Taxation,	10.10	10.10	1,500 00	1	-	-	2	15	900 00	117 18
Belmont, .	-	-	1	-	-	-	-	1	30	\$180 00	-	-	-	141 29
BillERICA, .	1,470 00	-	1	-	-	-	-	-	-	-	-	-	24 00	167 31
Boxborough, .	-	-	1	Taxation,	*10	-	1,600 00	-	-	-	-	-	-	99 92
Brighton, .	-	-	1	-	-	-	-	-	-	-	-	-	-	323 42
Burlington, .	-	-	1	Taxation,	9.16	-	2,500 00	-	-	-	24	413	20,905 00	105 95
Cambridge, .	888 89	-	1	-	-	-	-	-	-	-	-	-	-	2,050 60
Carlisle, .	30 00	-	1	Taxation,	-	10	2,500 00	-	-	-	4	93	4,250 00	110 61
Charlestown, .	336 00	-	1	-	-	-	-	-	-	-	2	80	175 00	1,494 87
Chelmsford, .	-	-	1	Taxation,	-	9.10	1,000 00	-	-	-	-	-	-	210 03
Concord, .	96 05	-	1	-	-	-	-	-	-	-	-	-	-	200 44
Dracut, .	-	-	1	-	-	-	-	-	-	-	-	-	-	156 62
Dunstable, .	-	-	1	-	-	-	-	-	-	-	-	-	-	97 73
Frammingham, .	255 54	-	2	Taxation,	*10	-	*900 00	-	-	-	3	5	300 00	288 64
Groton, .	2,500 00	-	1	"	10.05	10.05	600 00	1	60	1,049 38	-	-	-	270 00
Holliston, .	-	-	1	"	9.10	9.10	1,000 00	-	-	-	-	-	-	283 43
Hopkinton, .	300 00	-	1	"	9.10	9.10	1,250 00	-	-	-	-	-	-	351 08
Hudson, .	-	-	1	"	10	10	1,000 00	-	-	-	1	30	250 00	172 78
Lexington, .	-	-	1	"	10	10	1,030 00	-	-	-	1	13	520 00	194 70

SCHOOL RETURNS.

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Lincoln, .	\$41 22	-	1	Taxation,	9.05	\$500 00	-	-	-	-	-	-	-	\$115 00
Littleton, .	-	-	1	-	-	-	-	-	-	-	-	-	-	127 59
Lowell, .	-	-	1	Taxation,	8.18	2,000 00	-	-	-	-	-	-	-	1,712 34
Malden, .	-	-	1	"	10.10	1,800 00	-	-	-	-	555†	\$6,500 00	-	514 61
Marlborough, .	144 00	-	1	"	10	1,100 00	-	-	-	-	60	3,300 00	-	446 95
Medford, .	-	-	1	"	10.10	1,500 00	-	-	-	-	40	200 00	-	398 74
Melrose, .	-	-	1	"	10	1,800 00	-	-	-	-	16	400 00	-	246 45
Nauck, .	-	-	1	"	10	1,100 00	-	-	-	-	-	-	-	397 65
Newton, .	-	-	1	"	10	2,500 00	-	-	-	-	-	-	-	628 80
North Reading, .	-	-	1	-	-	-	-	250	\$22,500 00	8	120	4,800 00	-	134 44
Pepperell, .	-	-	1	Taxation,	8.05	800 00	-	-	-	-	-	-	-	147 85
Readings, .	-	-	1	"	9.05	1,000 00	-	-	-	-	10	50 00	-	238 79
Sherborn, .	300 00	-	-	-	-	-	-	-	-	-	-	-	-	132 52
Shirley, .	360 00	\$161 00	-	-	-	-	-	-	-	-	-	-	-	161 00
Somerville, .	-	-	1	Taxation,	10.10	1,800 00	-	-	-	-	-	-	-	666 34
Stoneham, .	-	-	1	"	10	1,250 00	-	-	-	-	-	-	-	235 78
Stow, .	-	-	-	-	-	-	-	-	-	-	-	-	-	165 94
Sudbury, .	18 00	-	-	-	-	-	-	-	-	-	70	75 00	-	165 11
Tewksbury, .	-	-	-	-	-	-	-	-	-	-	28	375 00	-	151 41
Townsend, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tyngsborough, .	154 44	-	-	-	-	-	-	-	-	-	25	325 00	-	102 94
Wakefield, .	-	-	1	Taxation,	10.05	1,200 00	-	-	-	-	-	-	-	263 99
Waltham, .	-	-	1	"	10.05	1,400 00	-	65	4,000 00	4	97	1,920 00	-	394 08
Watertown, .	-	-	1	"	10.10	1,500 00	-	-	-	2	25	350 00	-	269 74
Wayland, .	12 00	-	-	-	-	-	-	-	-	-	-	-	-	140 19
Westford, .	1,200 00	-	-	-	-	-	-	40	573 57	-	-	-	-	170 86
Weston, .	-	-	1	Taxation,	9	966 00	-	-	-	-	-	-	-	136 36
Wilmington, .	-	-	-	-	-	-	-	-	-	-	-	-	-	128 14
Winchester, .	-	-	1	Taxation,	10	1,200 00	-	-	-	1	18	1,000 00	-	207 00
Woburn, .	1,100 00	-	1	"	10	1,000 00	-	57	1,400 00	1	48	395 00	-	518 16
Total, .	\$9,538 80	\$325 84	32	-	-	\$43,296 00	8	502	\$29,702 95	71	1,817	\$47,814 00	-	\$16,648 16

* Average.

† 350 of whom attend Catholic Schools.

BOARD OF EDUCATION.

WORCESTER COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.	
							In Sum'r.	In Winter.	In Sum'r.	In Winter.				Male.	Fem.
Ashburnham,	2,153	\$789,081	14	11	\$8,000 00	\$3,000 00	438	482	379	405	8	70	456	5	9
Athol,	2,813	1,085,516	14	10	6,500 00	—	520	508	467	439	12	79	583	2	12
Auburn,	959	503,928	7	6	1,300 00	100 00	205	226	171	184	20	40	224	—	5
Barre,	2,856	1,797,762	20	17	17,200 00	—	481	560	412	478	18	132	472	8	19
Berlin,	1,062	401,831	5	5	7,000 00	25 00	184	217	161	185	3	48	210	5	4
Blackstone,	4,857	1,993,024	17	9	50,572 05	39,374 61	1,013	876	758	708	14	31	1,129	3	14
Bolton,	1,504	636,514	7	7	7,500 00	2,000 00	272	318	219	267	12	70	345	1	8
Boylston,	792	467,551	6	6	6,000 00	—	160	175	134	151	6	36	180	—	6
Brookfield,	2,106	973,359	13	9	18,000 00	250 00	422	443	358	384	6	54	429	1	10
Charlton,	1,925	909,729	13	13	7,800 00	—	381	419	302	337	32	78	395	12	4
Clinton,	4,021	2,017,299	13	6	40,000 00	14,159 03	918	835	639	676	—	54	843	1	13
Dana,	789	242,117	6	6	3,000 00	105 00	179	192	141	172	10	39	170	6	6
Douglas,	2,157	871,651	12	10	2,275 00	—	555	466	453	399	22	97	537	1	10
Dudley,	2,077	681,471	11	8	6,000 00	400 00	315	427	242	363	10	21	538	9	7
Fitchburg,	8,119	4,240,252	32	17	82,525 72	33,408 37	1,696	1,770	1,399	1,423	20	156	1,868	3	31
Gardner,	2,553	905,324	14	7	22,000 00	500 00	594	644	513	560	11	64	704	1	13
Grafton,	3,962	1,777,973	19	12	12,000 00	4,000 00	841	842	672	668	23	35	931	1	19
Hardwick,	1,968	1,099,438	12	10	11,000 00	3,093 18	385	383	307	311	10	69	405	2	6
Harvard,	1,353	932,514	10	9	7,000 00	—	261	289	214	248	10	80	287	10	5
Holden,	1,846	853,695	14	12	6,000 00	—	376	441	297	368	9	75	364	—	13
Hubbardston,	1,546	741,433	15	13	—	—	272	374	245	339	10	109	316	—	10
Lancaster,	1,767	1,004,802	12	11	9,000 00	471 03	307	321	242	270	5	45	356	—	8
Leicester,	2,528	1,615,868	13	9	20,000 00	7,000 00	504	472	419	416	6	34	500	2	9
Leominster,	3,318	1,933,122	18	13	50,000 00	813 55	693	712	673	638	7	145	690	1	15
Lunenburg,	1,167	731,560	9	9	4,000 00	—	217	244	174	215	7	66	211	9	2

SCHOOL RETURNS.

Mendon,	1,207	\$668,709	7	6	\$3,433	00	\$350	00	178	245	145	196	18	73	233	—	7	5
Milford,	9,102	8,275,231	33	19	44,400	00	6,000	00	2,141	2,200	1,444	1,585	—	100	2,336	4	32	4
Milbury,	3,780	1,392,456	17	8	24,600	00	125	00	698	770	545	592	15	122	869	1	16	3
New Braintree,	752	553,719	6	6	8,000	00	25	00	139	143	123	127	4	33	137	—	6	1
No. Brookfield,	1,623	1,034,978	8	7	8,000	00	459	66	494	476	407	402	13	110	346	1	7	7
Northborough,	2,642	898,385	13	8	20,000	00	12,500	00	799	766	627	620	14	29	658	1	12	1
Northbridge,	2,514	1,104,648	14	9	17,200	00	1,021	00	532	577	430	456	11	78	596	1	14	1
Oakham,	925	318,003	8	8	5,000	00	1,000	00	162	190	136	168	5	22	181	—	8	4
Oxford,	2,713	1,137,476	14	11	6,000	00	1,000	00	563	618	442	445	23	87	515	1	13	4
Paxton,	626	297,237	6	5	2,000	00	50	00	129	160	109	131	4	26	130	—	5	1
Petersham,	1,386	651,779	10	11	6,000	00	1,251	61	240	310	200	267	14	46	268	—	10	2
Phillipston,	726	320,834	7	7	2,100	00	225	00	130	170	112	149	10	30	154	—	2	5
Princeton,	1,238	778,666	10	10	5,000	00	786	45	237	255	193	204	5	81	221	—	11	2
Royalston,	1,441	711,372	8	13	5,200	00	40	00	277	379	246	327	16	96	301	—	13	10
Rutland,	1,011	523,646	10	10	2,500	00	150	00	209	247	188	209	8	52	241	—	10	—
Shrewsbury,	1,571	1,026,968	9	7	9,000	00	391	00	308	297	255	236	8	62	295	—	8	7
Southborough,	1,750	957,409	9	8	13,000	00	216	44	400	330	308	266	15	30	417	1	9	1
Southbridge,	4,131	1,696,264	17	9	13,400	00	250	00	847	772	592	610	6	45	1,078	1	16	2
Spencer,	3,026	1,363,465	16	12	33,500	00	23,100	00	728	709	609	582	14	80	711	1	13	3
Sterling,	1,668	1,086,710	12	11	6,000	00	100	00	279	366	242	319	5	81	340	—	2	10
Sturbridge,	1,993	864,875	14	13	9,000	00	120	00	334	393	270	337	5	57	381	—	14	1
Sutton,	2,363	1,141,588	15	13	6,500	00	200	00	387	466	353	374	15	63	550	—	13	13
Templeton,	2,390	979,116	14	9	17,000	00	800	00	499	546	412	483	12	123	456	1	14	2
Upton,	2,017	736,082	11	9	10,500	00	500	00	350	394	315	326	9	25	390	—	11	—
Uxbridge,	2,835	1,624,174	15	11	6,700	00	200	00	619	599	456	477	40	66	583	1	16	3
Warren,	2,205	985,109	13	10	14,500	00	1,500	00	409	419	347	342	3	53	400	1	12	2
Webster,	3,608	1,060,039	11	5	800	00	313	47	550	514	442	376	7	45	701	1	10	1
Westborough,	3,141	860,922	13	10	15,706	97	2,458	84	588	612	493	517	8	65	663	1	13	1
West Boylston,	2,293	679,389	12	8	6,775	00	71	77	440	471	262	374	6	88	505	—	10	—
W. Brookfield,	1,549	1,337,740	9	6	10,300	00	200	00	332	390	270	313	1	63	368	—	9	2
Westminster,	1,639	721,267	14	12	6,350	00	130	00	346	416	300	358	8	93	347	—	13	4
Winchendon,	2,802	1,160,952	13	12	27,860	00	10,843	19	536	541	411	434	6	91	559	1	13	1
Worcester,	30,058	19,701,244	93	30	347,383	45	46,065	39	6,442	5,718	4,894	4,427	—	307	5,491	6	103	7
Total,	162,923	\$80,857,766	807	578	\$1,118,381	19	\$221,143	59	33,511	34,095	26,664	27,633	619	4,149	34,564	43	792	137
																		716

WORCESTER COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as reported by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of board, fuel, fires and school-rooms for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.		Total.								
			Summer.	Winter.									
	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.								
Ashburnham,	5	14	35	40	75	5.07	\$58 00	\$26 56	\$2,600 00	-	\$108 00	-	-
Athol,	5	18	53	52.05	105.05	7.10	62 00	31 25	4,000 00	-	215 00	-	-
Auburn,	-	9	20.14	20.18	41.12	5.19	-	26 60	1,200 00	-	64 00	-	-
Barre,	3	23	53.05	53	106.05	5	72 92	23 55	3,300 00	-	231 75	-	-
Berlin,	1	6	14.17	13.10	28.07	5.13	48 00	29 22	800 00	-	50 00	-	\$2,020 00
Blackstone,	4	20	72	57	129	9	66 77	28 84	5,500 00	-	270 00	-	-
Blackton,	2	9	42.05	31.10	73.15	7.07	44 30	26 50	1,800 00	-	144 00	-	12,000 00
Boylston,	-	8	14.15	15.05	30	5.04	-	26 17	900 00	-	75 00	-	-
Brookfield,	3	16	42.14	40.19	83.13	6.10	69 92	29 04	3,700 00	\$88 00	-	-	2,000 00
Charlton,	6	13	39	39	78	6	39 05	25 00	2,000 00	-	216 00	-	-
Clinton,	1	14	61.04	41.14	102.18	9.07	124 03	34 79	5,577 30	-	50 00	-	-
Dana,	1	8	16.10	14.16	31.06	5.04	32 00	27 18	700 00	55 00	108 00	941 41	-
Douglas,	2	11	24.10	32.04	56.14	4.15	60 58	27 32	2,800 00	-	100 00	-	-
Dudley,	4	12	21.05	32.15	54	5.13	34 50	28 75	1,800 00	-	752 51	-	-
Fitchburg,	5	45	88.14	163.03	251.17	7.15	107 52	28 67	15,000 00	-	150 00	-	1,000 00
Gardner,	2	17	40.10	42.10	83	6.06	100 00	30 00	3,500 00	-	220 00	-	1,000 00
Grafton,	1	26	64	67.10	131.10	6.19	83 33	29 02	5,100 00	-	137 50	-	200 00
Hardwick,	7	12	40.10	36.10	77	6.09	38 17	25 96	2,500 00	-	140 00	-	-
Harvard,	5	13	29.18	33.09	63.07	6.07	40 43	27 33	2,000 00	30 00	133 30	-	3,366 66
Holden,	1	19	42	42	84	6	46 00	27 70	2,437 21	-	200 00	-	1,200 00
Hubbardston,	5	17	31.18	33.15	65.13	4.14	50 24	24 21	2,000 00	50 00	139 50	-	1,000 00
Lancaster,	4	12	47.10	32.05	79.15	6.18	41 00	27 00	2,400 00	140 00	202 72	-	28,000 00
Leicester,	5	11	46.08	49.13	96.01	7.07	66 22	34 54	4,500 00	-	252 50	-	11,433 33
Leominster,	4	24	88.09	46.16	135.05	7.10	64 50	29 43	4,756 97	39 00	175 00	-	-
Lunenburg,	2	13	26.04	22.15	48.19	6	47 50	30 80	1,800 00	25 00	-	-	-

SCHOOL RETURNS.

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Mendon, . . .	4	8	22.10	22.10	45	6.09	\$63 79	\$28 81	\$1,500 00	—	\$66 00	—
Millford, . . .	5	43	111	177	288	9	98 65	31 92	15,000 00	—	500 00	—
Millbury, . . .	3	21	74.10	75.15	150.05	8.16	58 66	29 06	5,300 00	—	200 00	—
New Brantree, . . .	1	7	18	18	36	6	40 00	30 43	1,300 00	—	100 00	—
Northborough, . . .	1	10	29	29	58	7.10	80 00	29 00	2,500 00	—	75 00	—
Northbridge, . . .	1	15	53.10	48.10	102	8.15	80 00	31 88	4,250 00	—	84 00	—
No. Brookfield, . . .	3	21	39.05	43.08	82.13	6	100 00	31 67	3,900 00	—	239 68	—
Oakham, . . .	4	11	22.10	24	46.10	5.11	32 25	20 89	1,100 00	\$25 00	80 75	—
Oxford, . . .	1	16	49.10	58	107.10	7.14	95 24	28 16	3,700 00	—	96 00	—
Paxton, . . .	1	7	13.02	17.16	30.18	5.03	60 00	24 60	800 00	—	65 80	—
Petersham, . . .	2	14	30	30	60	6	29 00	24 23	1,800 00	—	148 83	\$735 07
Phillipston, . . .	2	10	13.08	19.03	32.11	4.13	35 00	24 23	800 00	—	50 00	—
Princeton, . . .	2	15	30.05	29.15	60	6	33 75	22 30	1,400 00	48 00	93 00	—
Royalston, . . .	2	18	36.02	42	78.02	6	37 00	22 32	1,200 00	39 15	185 30	6,500 00
Rutland, . . .	—	16	22	24.11	46.11	4.13	—	26 23	1,200 00	—	60 28	—
Shrewsbury, . . .	3	10	28	29.05	57.05	6.09	78 67	32 41	2,400 00	—	158 00	—
Southborough, . . .	3	15	39.06	39.06	78.12	8.14	85 50	26 12	3,300 00	—	130 00	—
Southbridge, . . .	2	27	99	43	142	8.18	53 00	22 92	4,450 00	—	175 00	—
Spencer, . . .	3	19	54.07	50.08	104.15	7.05	62 00	27 79	4,000 00	—	250 00	436 66
Sterling, . . .	2	17	36.15	37.01	73.16	6.03	40 00	25 18	2,000 00	—	97 00	—
Sturbridge, . . .	1	19	42	42	84	6	26 00	27 31	1,800 00	—	120 00	—
Sutton, . . .	2	22	38.09	44	82.09	5.17	43 00	27 80	2,500 00	100 00	138 00	1,900 00
Templeton, . . .	2	18	45	43.10	88.10	6.06	70 94	28 82	3,700 00	—	200 00	—
Upton, . . .	—	14	36.10	32.10	69	6.05	—	27 18	2,256 00	—	78 00	—
Uxbridge, . . .	3	19	51.10	54.16	106.06	7.03	57 77	23 10	4,100 00	25 00	135 00	—
Warren, . . .	2	16	48.10	51.10	100	7.15	77 50	28 07	4,500 00	100 00	130 00	—
Webster, . . .	1	14	46.12	51.15	98.07	8.19	120 00	32 20	4,500 00	—	274 00	—
Westborough, . . .	1	19	48.13	48.13	97.06	7.10	110 00	26 05	3,800 00	—	310 00	—
West Boylston, . . .	—	18	39.12	40	79.12	8.10	—	28 65	2,000 00	68 62	86 87	—
W. Brookfield, . . .	2	11	27.19	28.15	56.14	6.06	55 00	31 19	2,000 00	—	85 00	—
Westminster, . . .	4	16	34.15	33.09	68.04	5.05	42 33	28 14	2,100 00	45 00	108 27	—
Winchendon, . . .	2	21	41	45.05	86.05	6.09	75 00	32 24	3,500 00	68 00	361 70	—
Worcester, . . .	9	121	339.12	497.10	837.02	10.05	172 00	52 20	75,859 12	100 00	3,285 00	—
Total, . . .	152	1,035	3.07	3.13	7	—	\$63 98	\$28 18	\$257,096 60	\$1,045 77	\$12,301 26	\$73,733 13

WORCESTER COUNTY—CONCLUDED.

TOWNS.	Income from local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.
Ashburnham,	-	-
Athol,	-	-
Auburn,	-	-
Barre,	\$120 20	-
Berlin,	-	\$243 00
Blackstone,	-	-
Bolton,	720 00	-
Boylston,	-	-
Brookfield,	-	-
Charlton,	140 00	-
Clinton,	-	-
Dana,	-	-
Douglas,	56 48	-
Dudley,	2,000 00	-
Fitchburg,	-	-
Gardner,	60 00	-
Grafton,	82 98	-
Hardwick,	12 00	-
Harvard,	-	-
Holden,	202 00	-
Hubbardston,	72 00	-
Lancaster,	50 00	-
Leicester,	1,680 00	-
Leominster,	985 50	-
Lunenburg,	-	-

SCHOOL RETURNS.

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Mendon, .		\$132 06	-	1	Taxation,	10	-	\$1,250 00	-	-	-	-	3	75	\$700 00	\$142 66
Millford, .		-	-	1	"	10	-	1,000 00	-	-	-	-	1	20	40 06	767 96
Millbury, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	316 85
New Braintree, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	118 27
Northborough, .		-	-	1	Taxation,	10	-	800 00	-	-	-	-	1	15	80 00	159 09
Northbridge, .		-	-	1	"	10	-	800 00	-	-	-	-	-	-	-	234 13
No. Brookfield, .		-	-	1	"	9	-	940 00	-	-	-	-	-	-	-	227 56
Oakham, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	116 63
Oxford, .		-	-	1	Taxation,	10.10	-	1,000 00	-	-	-	-	-	-	-	230 85
Paxton, .		112 53	-	-	-	-	-	-	-	-	-	-	1	30	125 00	112 53
Petersham, .	\$44 10	-	-	-	-	-	-	-	-	-	-	-	1	60	300 00	147 03
Phillipston, .		-	-	-	-	-	-	-	-	-	-	-	1	35	84 00	112 53
Princeton, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	142 66
Royalston, .	504 09	-	-	-	-	-	-	-	-	-	-	-	1	28	107 00	156 62
Rutland, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	139 37
Shrewsbury, .		80 00	-	1	Taxation,	5.05	-	516 00	-	-	-	-	1	30	50 00	159 36
Southborough, .		-	-	1	"	9	-	790 00	-	1	40	\$20,000 00	1	12	480 00	166 20
Southbridge, .		-	-	1	"	10	-	850 00	-	-	-	-	-	-	-	366 40
Spencer, .	26 20	-	-	1	"	10	-	1,000 00	-	-	-	-	-	-	-	267 55
Sterling, .		-	-	-	-	-	-	-	-	-	-	-	1	30	25 00	152 24
Sturbridge, .		-	-	-	-	-	-	-	-	-	-	-	1	20	40 00	178 26
Sutton, .	114 00	-	-	-	-	-	-	-	-	-	-	-	3	25	194 00	-
Templeton, .		-	-	1	Taxation,	9	-	800 00	-	-	-	-	2	65	175 00	206 47
Upton, .		-	-	1	"	9	-	360 00	-	-	-	-	1	25	200 00	171 40
Uxbridge, .		220 00	-	1	"	10	-	1,000 00	-	-	-	-	-	-	-	231 67
Warren, .		-	-	1	"	10	-	1,200 00	-	-	-	-	-	-	-	191 40
Webster, .		-	-	1	"	10	-	1,200 00	-	-	-	-	1	16	-	266 73
Westborough, .		-	-	1	"	10	-	1,100 00	-	-	-	-	-	-	-	247 56
West Boylston, .		-	-	-	-	-	-	-	-	-	-	-	-	-	-	211 13
W. Brookfield, .		-	-	-	-	-	-	-	-	-	-	-	3	40	150 00	175 79
Westminster, .		-	-	1	Taxation,	2.10	-	200 00	-	-	-	-	-	-	-	-
Winchendon, .		-	-	1	"	9	-	675 00	-	-	-	-	4	40	288 00	225 10
Worcester, .		-	-	1	"	10.05	-	2,500 00	-	1	75	2,475 00	13	450	26,500 00	1,658 10
Total, .	\$6,869 55	\$787 59	-	31	-	-	-	\$29,581 00	-	5	285	\$26,525 00	61	1,434	\$31,859 00	\$12,749 22

BOARD OF EDUCATION.

HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Sum'r.		In Winter.					Male.	Fem.	Male.	Fem.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.							
Amherst, .	3,413	\$1,860,457	18	12	\$30,000 00	\$2,542 52	634	663	532	570	12	167	620	1	17	2	17
Belchertown, .	2,636	1,108,591	20	19	10,000 00	4,500 00	480	580	362	496	25	95	522	-	18	8	13
Chesterfield, .	802	372,790	9	10	2,500 00	50 00	146	163	121	126	7	27	175	-	9	3	5
Cumington, .	980	342,842	10	8	3,500 00	50 00	220	232	165	199	12	43	212	-	10	2	8
Easthampton, .	2,869	1,700,599	14	12	30,000 00	286 38	479	482	388	386	5	48	717	-	14	1	13
Enfield, .	999	610,644	8	8	2,000 00	-	163	172	139	155	12	28	168	-	8	1	6
Goshen, .	412	152,796	5	4	1,500 00	-	81	76	62	61	2	14	80	-	5	-	4
Granby, .	908	470,125	9	9	3,500 00	50 00	178	213	141	171	5	22	181	-	9	1	8
Greenwich, .	647	261,416	7	7	2,700 00	75 00	108	148	93	129	3	28	105	-	7	1	6
Hadley, .	2,246	1,279,320	14	11	19,000 00	2,290 12	391	391	322	322	14	40	434	-	13	1	14
Hatfield, .	1,405	1,442,691	8	7	-	600 00	296	317	239	264	4	29	286	-	8	1	7
Huntington, .	1,163	409,395	8	7	5,600 00	-	214	241	166	180	8	47	259	-	8	2	6
Middlefield, .	723	351,881	7	10	2,040 00	-	150	162	119	126	9	7	181	-	7	2	5
Northampton, .	7,927	4,789,965	33	22	108,900 00	1,300 00	1,610	1,559	1,262	1,162	21	123	1,863	1	37	1	39
Pelham, .	739	197,457	7	7	1,900 00	100 00	152	157	124	130	8	25	150	-	7	1	6
Plainfield, .	579	239,097	10	10	600 00	-	108	125	82	116	7	25	101	-	10	1	9
Prescott, .	596	221,712	6	5	1,600 00	112 00	93	129	79	112	9	32	100	-	6	2	4
South Hadley, .	2,098	1,103,491	11	8	13,550 00	60 00	440	494	365	411	12	77	491	3	10	3	8
Southampton, .	1,216	502,448	7	7	8,500 00	250 00	191	209	154	180	4	26	251	-	7	-	7
Ware, .	3,307	1,306,545	19	12	20,635 00	450 00	897	663	611	553	16	104	764	3	20	5	14
Westhampton, .	637	291,384	6	6	3,025 00	11 57	131	148	111	113	7	33	156	-	7	-	8
Williamsburg, .	1,972	1,085,693	14	10	15,000 00	-	433	475	360	378	3	64	499	-	14	3	11
Worthington, .	925	409,655	12	12	5,000 00	-	181	184	144	151	3	40	183	-	12	4	8
Total, .	39,199	\$20,510,994	262	223	\$291,050 00	\$12,727 59	7,776	7,983	6,081	6,485	208	1,144	8,498	8	263	45	226

SCHOOL RETURNS.

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HAMPDEN COUNTY.

Agavam, .	1,665	\$816,850	10	10	\$5,000 00	\$170 00	300	327	217	264	12	24	334	-	10	2	8
Blandford, .	1,087	529,150	13	13	4,650 00	225 00	228	235	169	175	12	12	225	-	13	2	7
Brimfield, .	1,316	719,750	10	10	9,107 00	1,457 00	201	243	177	205	13	31	246	-	10	1	9
Chester, .	1,266	445,900	13	12	4,800 00	-	237	235	180	240	7	40	280	-	13	2	11
Chicopee, .	7,581	3,128,250	22	11	37,500 00	1,000 00	1,290	1,194	1,132	1,077	20	139	1,397	4	28	5	26
Granville, .	1,363	516,277	11	11	1,500 00	400 00	254	288	182	200	16	17	307	-	13	1	8
Holland, .	368	131,000	4	4	400 00	-	86	91	63	82	5	15	96	-	4	2	2
Holyoke, .	5,648	2,579,250	23	11	75,000 00	13,000 00	1,715	1,464	1,477	1,051	57	190	1,338	2	26	2	26
Longmeadow, .	1,480	1,016,500	11	8	5,000 00	364 80	243	251	200	201	1	40	254	-	10	2	9
Ludlow, .	1,233	455,050	10	10	4,330 00	10 00	213	232	165	200	10	30	233	-	10	4	6
Monson, .	3,132	1,316,700	19	14	7,000 00	-	465	503	374	430	11	35	563	-	18	5	14
Montgomery, .	354	158,850	5	5	2,000 00	-	77	77	64	59	6	11	74	-	5	-	5
Palmer, .	3,081	1,254,000	18	12	20,000 00	1,000 00	536	633	466	537	21	50	719	-	17	2	16
Russell, .	619	212,800	7	5	2,000 00	-	114	132	92	117	8	14	152	-	6	1	5
Southwick, .	1,155	604,200	10	10	3,000 00	1,125 00	187	250	138	212	8	42	272	-	8	1	8
Springfield, .	22,038	13,379,212	69	23	225,507 00	44,936 16	3,760	3,716	3,017	2,867	98	265	4,225	9	80	9	76
Tolland, .	511	298,538	8	8	350 00	5 00	96	126	65	97	9	22	153	-	5	-	7
Wales, .	696	254,600	5	4	1,500 00	2 10	110	127	82	102	7	18	128	-	5	-	6
Westfield, .	5,634	3,244,600	26	20	85,000 00	50,000 00	1,118	1,150	906	964	20	118	1,120	4	27	4	27
W. Springfield, .	2,100	1,319,550	13	9	10,000 00	1,814 00	429	412	359	338	6	24	515	-	11	1	12
Wilbraham, .	2,111	872,100	13	12	3,300 00	200 00	344	374	277	312	12	56	413	-	14	4	9
Total, .	64,438	\$33,253,177	320	222	\$507,244 00	\$115,759 06	12,053	12,090	9,802	9,730	359	1,209	13,044	19	333	50	297

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of board, fuel, fires and school-rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintending School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Average Teachers per month, including the Value of Board.							
						Males.		Females.					
Amherst, .	2	27	68.05	73.02	141.07	8	\$108 00	\$25 00	\$7,500 00	—	\$948 00	—	
Belchertown, .	8	22	50.11	62.10	113.01	5.14	46 00	25 50	4,000 00	\$300 00	150 00	—	
Chesterfield, .	3	13	35.07	24.10	59.17	7	27 00	20 43	800 00	425 50	45 00	\$1,100 00	
Cummington, .	2	12	30.15	31	61.15	6.04	33 34	21 50	1,000 00	400 00	55 00	—	
Easthampton, .	1	21	39.05	39.05	78.10	8.09	24 00	29 13	4,200 00	—	125 00	75,000 00	
Enfield, .	1	13	24.11	25.04	49.15	6.05	32 00	22 92	1,200 00	—	100 50	—	
Goshen, .	—	5	15.04	10.10	25.14	5.13	—	24 25	400 00	263 32	45 50	—	
Granby, .	1	10	28	33.12	61.12	7.14	—	24 31	1,500 00	20 00	61 00	—	
Greenwich, .	1	12	21	22.10	43.10	6.05	31 60	24 16	912 92	—	59 00	500 00	
Hadley, .	1	23	52	52	104	7.09	32 00	26 14	3,300 00	30 00	173 85	24,674 00	
Hatfield, .	—	13	27.10	27.05	54.15	6.17	56 00	31 00	2,000 00	—	80 00	—	
Huntington, .	2	12	24.15	23.15	48.10	6.03	55 00	28 95	1,000 00	426 00	106 00	—	
Middlefield, .	2	10	21	21	42	6	24 33	22 40	715 30	—	50 00	—	
Northampton, .	1	57	148.10	148.10	297	9	200 00	28 38	14,401 95	240 34	2,164 00	3,506 87	
Pelham, .	1	9	17.10	22.15	40.05	5.15	36 00	22 82	1,000 00	—	83 00	—	
Plainfield, .	1	13	27.19	28.13	56.12	5.13	24 00	17 40	600 00	420 00	43 75	—	
Prescott, .	2	9	17	17.16	34.16	5.16	35 50	21 50	700 00	93 00	46 00	—	
South Hadley, .	3	14	31.02	27.05	58.07	8.04	69 25	26 33	4,500 00	30 00	69 17	2,000 00	
Southampton, .	—	11	25.10	21.05	46.15	6.14	—	24 50	1,200 00	211 00	68 24	2,000 00	
Ware, .	6	22	81	51.07	132.07	6.19	56 36	24 82	5,590 00	—	241 50	—	
Westhampton, .	—	10	20.07	20.08	40.15	6.16	—	26 94	1,150 00	33 00	64 00	—	
Williamsburg, .	3	20	65.05	41.17	107.02	8	42 33	29 00	2,000 00	205 00	60 00	20,300 00	
Worthington, .	4	14	42.13	39.15	82.08	6.17	32 50	25 70	800 00	1,100 00	36 00	1,950 00	
Total, .	45	372	3.10	3.06	6.16	—	\$50 80	\$24 92	\$60,470 17	\$4,197 16	\$4,874 51	\$131,030 87	

SCHOOL RETURNS.

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HAMPDEN COUNTY—CONTINUED.

Agawam,	2	16	35.14	32.10	68.04	6.16	\$28 00	\$21 00	\$1,500 00	\$300 00	\$80 00	-
Blandford,	2	17	41.05	32.07	73.12	6.15	40 00	24 00	800 00	991 00	47 50	\$2,450 00
Brimford,	1	12	30	30	60	6	22 00	22 00	1,500 00	-	112 50	16,000 00
Chester,	2	18	39.15	41.05	81	6.04	34 00	26 66	1,300 00	1,000 00	65 65	700 00
Chicopee,	5	38	143	76.10	219.10	10	96 43	34 73	11,445 00	-	320 00	-
Granville,	1	17	41.18	29.17	71.15	7.03	35 00	19 40	1,000 00	-	38 00	-
Holland,	2	5	12.05	11.15	24	6	23 50	18 66	350 00	11 50	22 55	222 22
Holyoke,	2	28	115	115	230	10	135 00	31 00	11,000 00	-	540 00	-
Longmeadow,	2	14	48.10	39.05	87.15	8.18	31 00	28 50	2,426 00	-	114 00	400 00
Ludlow,	4	13	35.05	33.13	68.18	6.16	41 15	22 86	1,500 00	326 00	53 00	-
Monson,	5	23	54.12	59.14	114.06	6.03	33 20	26 46	3,000 00	390 50	152 75	25,000 00
Montgomery,	-	10	16	14 10	30.10	6.02	-	24 10	500 00	30 03	33 53	825 00
Palmer,	2	21	58	53.15	111.15	6.19	62 50	27 12	3,500 00	120 00	235 50	-
Russell,	1	7	18.05	18.15	37	6.03	28 57	21 45	737 00	-	17 00	15,618 01
Southwick,	1	15	28.15	37.05	66	7.15	65 00	22 00	1,000 00	98 75	82 00	-
Springfield,	9	102	345	345	690	10	142 22	45 00	55,708 00	-	2,300 00	-
Tolland,	-	10	15.15	25.05	41	6.15	-	23 53	600 00	453 50	26 00	-
Wales,	-	9	15	16.18	31.18	6.07	-	23 00	750 00	-	52 25	-
Westfield,	5	37	117.10	117.10	235	9.03	100 00	30 00	10,800 00	-	300 00	40,000 00
W. Springfield,	1	15	46.08	56.08	102 16	7.18	48 00	27 00	2,400 00	-	208 10	14,500 00
Wilbraham,	4	17	53.05	43	96.05	7.08	34 50	22 00	2,000 00	300 00	112 00	1,705 25
Total,	51	444	4.02	3.17	7.19	-	\$55 56	\$25 74	\$113,816 00	\$4,021 28	\$4,892 33	\$117,420 48

HAMPSHIRE COUNTY—CONCLUDED.

TOWNS.	Income from School Fund.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, ap- propriated or not.	HIGH SCHOOLS.			INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu- ary 25, 1898.	
			Number.	How supported.	Length. Mos. Days.	Salary of Principal.	Number.	A'v'g No. of Scholars.	Aggregate p'd for Tuition.	Number.	A'v'g No. of Scholars.		Aggregate paid for Tuition.
Amherst, .	-	-	1	Taxation,	9.10	\$1,200 00	1	-	-	3	66	\$2,000 00	\$249 48
Belchertown, .	-	-	1	"	6	583 00	-	-	-	6	40	75 00	-
Chesterfield, .	\$66 00	-	-	-	-	-	-	-	-	-	-	-	122 93
Cummington, .	-	-	-	-	-	-	-	-	-	2	50	140 00	140 19
Easthampton, .	5,000 00	-	1	Taxation,	9.10	750 00	1	154	7,794 50	1	15	225 00	277 96
Enfield, .	-	-	-	-	-	-	-	-	-	-	-	-	129 23
Goshen, .	-	-	-	-	-	-	-	-	-	-	-	-	97 73
Granby, .	-	-	-	-	-	-	-	-	-	-	-	-	128 14
Greenwich, .	30 00	-	-	-	-	-	-	-	-	-	-	-	108 69
Hadley, .	2,742 00	-	1	Not by Tax'n,	10.10	1,000 00	1	35	-	2	16	1,700 00	185 38
Hatfield, .	-	-	-	-	-	-	-	-	-	-	-	-	160 46
Huntington, .	-	-	-	-	-	-	-	-	-	-	-	-	142 11
Middlefield, .	-	\$72 07	-	-	-	-	-	-	-	-	-	-	118 82
Northampton, .	202 47	-	1	Taxation,	9.10	2,000 00	-	-	-	5	69	5,200 00	512 98
Pelham, .	-	-	-	-	-	-	-	-	-	-	-	-	142 11
Plainfield, .	-	-	-	-	-	-	-	-	-	-	-	-	-
Prescott, .	-	-	-	-	-	-	-	-	-	-	-	-	-
South Hadley, .	120 00	-	-	-	-	-	1	210	2,500 00	-	-	-	211 67
Southampton, .	106 50	-	1	-	-	-	1	25	210 00	-	-	-	145 66
Ware, .	-	-	1	Taxation,	9.03	1,000 00	-	-	-	1	10	30 00	276 59
Westhampton, .	-	-	-	-	-	-	-	-	-	-	-	-	111 43
Williamsburg, .	2,055 00	-	-	-	-	-	-	-	-	-	-	-	206 47
Worthington, .	116 92	146 98	-	-	-	-	-	-	-	-	-	-	131 70
Total, .	\$10,438 89	\$219 05	6	-	-	\$6,533 00	5	424	\$10,504 50	20	266	\$9,370 00	\$3,573 70

SCHOOL RETURNS.

XXV

HAMPDEN COUNTY—CONCLUDED.

Agawam, .	-	-	-	-	-	-	-	-	1	20	\$100 00	\$154 98
Blandford, .	\$150 00	-	-	-	-	-	-	-	-	-	-	127 86
Brimfield, .	1,120 00	-	-	10.10	-	-	-	-	-	-	-	139 64
Chester, .	39 00	-	-	-	-	-	-	-	2	55	150 00	157 99
Chicopee, .	-	\$628 32	-	10*	-	-	-	-	1†	300	-	455 17
Granville, .	-	-	-	-	-	-	-	-	-	-	-	162 37
Holland, .	13 33	-	-	-	-	-	-	-	-	-	-	98 01
Holyoke, .	-	-	-	10	-	-	-	-	1	30	150 00	436 82
Longmeadow, .	24 00	43 86	-	-	-	-	-	-	-	-	-	143 74
Ludlow, .	-	-	-	-	-	-	-	-	1	13	130 00	143 47
Monson, .	1,800 00	-	-	-	-	-	-	-	-	-	-	-
Montgomery, .	-	-	-	-	-	-	-	-	3	-	-	96 91
Palmer, .	55 00	-	-	-	-	-	-	-	-	26	85 00	269 74
Russell, .	-	-	-	-	-	-	-	-	1	20	40 00	113 90
Southwick, .	937 08	-	-	-	-	-	-	-	1	8	30 00	146 21
Springfield, .	-	-	-	10	-	-	-	-	8	250	8,000 00	1,128 40
Tolland, .	-	-	-	-	-	-	-	-	-	-	-	115 27
Wales, .	-	-	-	-	-	-	-	-	-	-	-	111 16
Westfield, .	-	-	-	10	-	-	-	-	2	30	200 00	380 66
W. Springfield, .	841 26	-	-	-	-	-	-	-	1	12	50 00	185 93
Wilbraham, .	102 31	-	-	-	-	-	-	-	-	-	-	182 37
Total, .	\$5,081 98	\$672 18	6	-	\$7,905 00	2	411	\$15,553 48	22	764	\$8,935 00	\$4,750 60

* Average.

† Catholic School.

FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erecting, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1867.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
							In Winter.		In Sum.	In Winter.				SUMMER.		WINTER.	
							In Sum.	In Winter.						Male.	Fem.	Male.	Fem.
Ashted, .	1,221	\$611,869	14	14	\$5,800 00	-	203	252	158	208	7	56	226	-	13	2	13
Barnardston, .	902	484,893	6	6	1,600 00	\$25 00	149	176	126	152	6	24	168	-	6	2	5
Buckland, .	1,922	526,468	12	9	6,166 00	50 00	373	369	268	297	9	43	400	-	10	1	11
Charlemont, .	994	367,216	8	7	2,400 00	-	170	226	134	180	10	50	227	-	8	-	8
Coleraine, .	1,726	637,954	18	18	4,000 00	1,000 00	340	419	254	330	21	82	408	-	17	3	14
Conway, .	1,538	703,919	15	15	4,200 00	90 00	335	360	248	316	8	64	338	1	15	4	12
Deerfield, .	3,040	1,215,423	18	16	-	-	602	651	475	556	4	97	706	1	18	4	16
Erving, .	576	173,229	4	3	1,750 00	-	140	100	117	112	5	3	133	-	5	1	3
Gill, .	635	390,569	6	6	2,700 00	87 00	101	134	87	121	3	21	124	-	6	-	6
Greenfield, .	3,211	1,899,806	13	10	11,400 00	100 00	520	519	420	422	4	80	645	1	15	3	13
Hawley, .	687	182,638	9	11	5,000 00	30 00	106	150	79	129	4	31	125	-	9	1	8
Heath, .	642	232,551	8	8	3,000 00	1,360 42	135	140	110	112	7	29	129	-	10	3	6
Leverett, .	914	284,644	8	8	2,500 00	-	157	181	140	163	16	36	167	-	8	-	8
Leyden, .	592	278,647	5	5	2,000 00	-	89	111	67	87	-	40	121	-	5	4	1
Monroe, .	192	79,375	3	4	125 00	-	34	45	26	29	3	13	31	-	3	-	4
Montague, .	1,575	606,737	13	11	9,425 00	1,000 00	337	374	277	324	7	60	372	-	13	3	10
New Salem, .	1,115	336,476	12	12	3,200 00	-	211	219	175	185	23	47	186	-	12	2	12
Northfield, .	1,660	712,054	14	13	4,900 00	-	315	350	254	309	12	43	374	-	14	1	14
Orange, .	1,909	599,243	14	12	4,600 00	550 00	337	360	279	298	20	65	314	-	15	2	14
Rowe, .	563	180,425	7	7	1,000 00	90 00	106	132	86	111	6	41	119	-	7	2	5
Shelburne, .	1,563	822,620	10	8	7,800 00	1,300 00	278	300	228	243	7	28	306	-	10	-	10
Shutesbury, .	788	219,250	8	10	2,100 00	77 76	167	167	131	124	6	30	172	-	13	2	5
Sunderland, .	861	413,827	6	4	10,000 00	6,000 00	195	253	166	223	4	46	177	-	6	-	6

SCHOOL RETURNS.

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Warwick, .	902	\$220,658	10	10	\$2,200 00	-	-	176	188	151	155	8	51	158	-	10	2	8
Wendell, .	602	201,657	9	10	1,725 00	\$50 00	133	130	109	100	100	7	22	116	-	9	-	9
Whately, .	1,012	665,972	6	6	2,500 00	-	162	157	137	121	121	16	24	202	-	6	-	6
Total, .	31,342	\$13,048,120	256	243	\$102,091 00	\$11,810 18	5,871	6,463	4,702	5,407	223	1,126	6,474	3,263	42	227		

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned by Committees.	Average Wages of Teachers, including the Value of Board.		Raised by Taxes for Schools, including Wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt. of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		Average Teachers per month, including the Value of Board.					
							Males.	Females.				
Ashfield, .	2	18	39	39.10	78.10	5.12	\$36 00	\$23 14	\$1,500 00	\$573 00	\$75 00	\$10,716 67
Barnardston, .	2	8	24	18	42	7	45 83	22 17	850 00	—	75 00	914 96
Buckland, .	1	11	28.10	34.13	63.03	6	40 00	23 30	1,200 00	262 50	100 00	800 00
Charlemont, .	—	15	24.10	24.10	49	6 03	—	24 00	900 00	324 00	65 00	—
Coleraine, .	3	23	53	52.15	105.15	5.18	30 00	22 75	2,000 00	750 00	90 00	—
Conway, .	5	20	50	47	97	6.09	48 91	22 11	2,700 00	575 00	135 78	—
Deerfield, .	4	27	58.10	60.15	119.05	6.16	72 25	26 11	4,084 16	450 00	158 00	10,000 00
Erving, .	1	6	12.10	9.06	21.16	5.09	25 00	26 83	500 00	—	28 00	—
Gill, .	—	9	17	19	36	6	—	24 33	550 00	357 00	30 00	—
Greenfield, .	4	19	52.05	51	103.05	8	53 00	28 70	6,200 00	400 00	155 00	—
Hawley, .	1	14	24.10	28.02	52.12	5.17	33 33	20 21	900 00	345 00	63 00	400 00
Heath, .	3	13	21.13	26.12	48.05	6	37 33	20 50	700 00	365 00	94 00	—
Leverett, .	—	12	23.15	21.15	45.10	5.14	—	18 56	700 00	10 00	65 00	—
Leyden, .	4	6	15.10	15	30.10	6.02	32 00	23 67	450 00	372 00	30 00	—
Monroe, .	—	5	8.02	11.03	19.05	6.08	—	19 28	93 00	95 00	20 00	207 33
Montague, .	3	16	40	41.15	81.15	6.08	41 33	24 18	1,800 00	250 00	75 00	—
New Salem, .	2	18	34	39	73	6.10	25 25	19 18	1,500 00	40 00	70 00	5,000 00
Northfield, .	1	22	39.03	41	80.03	5.15	26 00	23 00	2,000 00	—	65 00	400 00
Orange, .	2	23	35	35.10	70.10	6.10	60 00	24 36	2,500 00	—	130 00	—
Rowe, .	2	8	20.15	17.03	37.18	5.08	38 00	21 17	600 00	200 50	55 75	200 00
Shelburne, .	—	15	31	34.10	65.10	6.10	—	25 70	1,200 00	570 00	77 00	—
Shutesbury, .	2	17	31.05	19.05	50.10	6.06	33 50	19 39	800 00	304 08	59 80	280 00
Sunderland, .	—	9	30	18	48	8	—	29 64	1,500 00	—	85 00	—

SCHOOL RETURNS.

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Warwick, .	2	14	28.10	33	61.10	6.03	\$24 00	\$19 60	\$1,000 00	\$25 50	\$69 75	\$500 00
Wendell, .	-	14	16.18	19.17	36.15	4 02	-	20 35	750 00	-	60 00	690 00
Whately, .	-	10	24.04	18.09	42.13	7.02	-	25 33	1,100 00	117 00	67 00	-
Total, .	44	372	3 01	3 01	6.02	-	\$38 98	\$22 98	\$38,077 16	\$6,385 58	\$1,998 08	\$30,108 96

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	Income from local School Fund.	Income of Fund, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1868.		
			Number.	How supported.	LENGTH. Mos. Days.	Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate paid for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate paid for Tuition.			
Ashfield, .	-	-	-	-	-	-	-	1	25	\$250 00	5	32	\$150 00	-	\$121 83
Barnardston, .	\$1,043 00	-	-	-	-	-	-	1	43	1,427 47	6	-	-	276 00	194 70
Buckland, .	54 89	-	-	-	-	-	-	-	-	-	1	12	60 00	60 00	140 19
Charlemont, .	48 00	-	-	-	-	-	-	-	-	-	3	60	200 00	200 00	-
Coleraine, .	-	-	-	-	-	-	-	1	-	-	3	40	110 00	110 00	165 39
Conway, .	-	-	1	Taxation,	10	-	\$850 00	1	-	-	3	44	136 00	136 00	259 61
Deerfield, .	600 00	-	1	"	10	-	1,000 00	1	11	138 13	1	35	28 00	28 00	-
Erving, .	-	-	-	-	-	-	-	-	-	-	2	50	2,500 00	2,500 00	110 06
Gill, .	-	-	1	Taxation,	10	-	1,000 00	-	-	-	-	-	-	-	259 33
Greenfield, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawley, .	24 73	-	-	-	-	-	-	-	-	-	2	15	40 00	40 00	113 61
Heath, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	126 75
Leverett, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105 40
Leyden, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	85 68
Monroe, .	12 44	-	-	-	-	-	-	-	-	-	3	90	775 00	775 00	175 24
Montague, .	-	\$165 00	-	-	-	-	-	1	31	425 00	-	-	-	-	-
New Salem, .	350 00	-	-	-	-	-	-	-	-	-	1	25	1,000 00	1,000 00	179 35
Northfield, .	-	66 00	-	-	-	-	-	-	-	-	1	40	640 00	640 00	-
Orange, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rowe, .	12 00	-	-	-	-	-	-	1	40	825 00	1	30	240 00	240 00	158 27
Shelburne, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shutesbury, .	16 80	-	-	-	-	-	-	-	-	-	1	25	20 00	20 00	124 85
Sunderland, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SCHOOL RETURNS.

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Warwick, .	\$30 00	-	-	-	-	-	-	-	-	1	16	\$33 00	\$122 93
Wendell, .	41 40	-	-	-	-	-	-	-	-	-	-	-	109 79
Whately, .	-	-	-	-	-	-	-	-	-	2	27	324 00	129 50
Total, .	\$2,233 26	\$231 00	3	-	-	-	6	150	\$3,065 60	36	541	\$6,532 00	\$2,682 48

BERKSHIRE COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Winter.		In Summer.					Male.	Female.		
							In Sum'r.	In Winter.	In Sum'r.	In Winter.							
Adams, . . .	8,298	\$3,350,551	31	24	\$75,000 00	\$63,448 43	1,394	1,399	1,126	1,015	37	99	1,733	3	32	4	31
Alford, . . .	461	340,490	4	4	1,200 00	—	54	67	31	48	9	18	67	1	2	4	2
Becket, . . .	1,393	478,120	12	10	4,500 00	—	306	312	226	246	17	39	339	12	4	9	9
Cheshire, . . .	1,650	675,997	9	8	1,800 00	—	259	297	234	197	7	9	364	9	2	7	7
Clarksburg, . . .	530	133,234	4	4	—	—	110	108	71	69	11	10	167	4	1	3	3
Dalton, . . .	1,137	988,160	8	6	6,500 00	4,473 27	222	240	174	176	13	26	254	5	1	4	4
Egremont, . . .	928	587,619	5	5	1,800 00	100 00	171	163	121	131	7	23	185	—	5	1	4
Florida, . . .	1,173	152,523	6	5	425 00	—	172	169	135	125	6	20	204	6	2	4	4
Gt. Barrington, . . .	3,920	2,177,071	20	17	11,800 00	5,000 00	652	639	411	449	12	57	840	20	2	18	18
Hancock, . . .	967	490,299	8	7	2,000 00	30 00	158	172	141	156	4	2	200	8	4	4	4
Hinsdale, . . .	1,517	801,755	10	7	4,950 00	1,700 00	276	303	215	247	19	73	353	1	8	2	8
Lanesborough, . . .	1,295	661,048	7	7	1,200 00	—	296	254	203	189	16	15	285	7	—	6	6
Lee, . . .	4,034	1,682,411	16	13	8,000 00	200 00	827	759	615	614	13	37	911	1	14	3	12
Lenox, . . .	1,667	827,539	7	7	6,000 00	3,570 00	334	322	223	241	9	13	317	1	7	4	3
Monterey, . . .	737	292,117	9	9	1,000 00	50 00	137	169	100	119	9	10	174	1	7	1	8
Mt. Washington, . . .	233	87,676	2	1	1,200 00	—	56	57	37	46	2	15	66	2	2	—	—
New Ashford, . . .	1,178	108,662	2	2	500 00	—	32	37	21	24	1	3	47	—	2	1	1
N. Marlborough, . . .	1,649	610,727	11	10	3,300 00	75 00	380	376	257	267	6	33	401	—	11	3	8
Otis, . . .	962	311,595	9	9	2,300 00	15 00	210	200	163	160	13	16	220	9	—	—	13
Peru, . . .	494	214,930	6	6	2,800 00	85 00	93	120	73	88	9	21	106	6	—	6	6
Pittsfield, . . .	9,679	6,378,878	34	22	60,000 00	38,000 00	1,768	1,897	1,392	1,562	25	69	2,092	3	35	7	33
Richmond, . . .	913	502,277	6	6	3,000 00	—	204	200	126	141	15	29	238	6	—	6	6
Sandisfield, . . .	1,411	612,943	15	15	5,236 00	260 00	284	324	208	265	14	61	346	—	14	6	10

SCHOOL RETURNS.

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Savoy, . . .	866	\$272,400	9	9	\$2,600 00	\$128,048 70	10,660	11,045	7,801	8,352	401	993	12,561	11,313	9	4	5
Sheffield, . .	2,461	1,206,820	14	14	2,800 00	400 00	402	441	235	291	15	66	512	-	14	5	9
Stockbridge, .	1,967	1,323,883	11	9	3,500 00	110 00	416	452	302	344	20	31	473	1	10	2	9
Tyringham, .	650	293,594	7	6	800 00	12 00	141	143	101	110	8	11	140	-	7	-	7
Washington, .	859	289,398	8	9	2,200 00	-	174	157	120	108	15	9	205	-	8	2	4
W. Stockbridge, .	1,621	613,816	8	6	3,200 00	1,600 00	314	313	168	219	15	31	359	-	7	2	7
Williamstown, .	2,563	1,160,587	16	13	10,100 00	8,830 00	497	594	320	405	29	86	596	-	14	-	16
Windsor, . .	753	303,324	10	11	3,300 00	60 00	146	183	113	151	11	36	185	-	10	1	9
Total, . . .	56,966	\$27,937,444 324 281	-	-	\$233,011 00	\$128,048 70	10,660	11,045	7,801	8,352	401	993	12,561	11,313	-	67	270

BOARD OF EDUCATION.

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, and school-rooms, for the school-year 1887-8.	Amount of board, fuel, &c. voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academics and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		Average Teachers per month, including the Value of Board.					
							Males.	Females.				
Adams, .	6	41	90	93	183	9.03	\$80 81	\$33 20	\$12,000 00	-	\$475 00	\$1,000 00
Alford, .	1	5	10	6	16	4	40 00	21 00	300 00	-	14 00	-
Becket, .	4	14	37.15	38.15	76.10	6.08	34 00	23 91	1,200 00	\$645 25	66 12	906 50
Cheshire, .	2	11	27.19	29	56.19	6.07	31 25	24 48	1,500 00	108 00	60 00	-
Clarksburg, .	1	4	12	11.15	23.15	5.19	56 00	36 00	714 00	314 00	30 00	-
Dalton, .	1	13	26.08	37	63.08	7.15	50 00	29 62	2,000 00	-	69 50	-
Egremont, .	1	7	23	18 18	41.18	8.07	40 00	30 04	800 00	651 00	28 00	200 00
Florida, .	2	8	17	19	36	6	43 50	23 28	1,000 00	181 00	69 00	-
Gt. Barrington, .	2	24	97.07	63.07	160.14	8.01	30 00	23 73	3,000 00	850 00	100 00	-
Hancock, .	4	10	26	28.10	54.10	6.17	32 00	22 50	600 00	530 00	26 00	200 00
Hinsdale, .	2	13	27.12	31.15	59.07	6.05	54 55	24 55	1,600 00	530 00	73 50	247 00
Lanesborough, .	-	9	27.05	17.09	44.14	6.08	-	22 00	800 00	60 00	52 00	1,600 00
Lee, .	3	16	77 15	54	131.15	8.16	91 43	21 40	4,967 08	180 00	100 00	1,650 00
Lenox, .	4	6	34.08	23 15	58.03	8.06	44 00	24 75	2,750 00	174 00	98 00	3,000 00
Monterey, .	1	9	27.05	28.15	56	6.04	22 00	22 50	800 00	600 00	45 00	1,734 20
Mt. Washington, .	2	2	8.10	7.10	16	8	41 00	27 00	200 00	300 00	25 00	100 00
New Ashford, .	1	3	6.05	7.05	13.10	6.15	16 00	19 17	200 00	60 00	10 00	-
N. Marlborough, .	3	15	43.05	39.18	83.03	7.11	31 33	23 42	1,200 00	625 11	53 50	-
Otis, .	-	17	30	25.01	55.01	6.02	-	22 00	800 00	450 00	25 00	-
Peru, .	-	9	15.15	24.05	40	6.13	-	20 50	600 00	139 00	39 75	370 50
Pittsfield, .	7	37	170	170	340	10	90 00	32 00	13,700 00	150 00	450 00	-
Richmond, .	-	9	25 10	16	41.10	6.19	-	25 45	630 00	350 00	35 00	-
Sandisfield, .	6	19	52.10	43.10	96	6.08	35 17	21 04	1,400 00	778 00	72 00	1,290 00

SCHOOL RETURNS.

XXXV

Savor, .	3	10	26.12	20.17	47.09	5.05	\$39 50	\$23 85	\$728 00	\$665 80	\$40 00	\$1,297 00
Sheffield, .	5	23	57	57	114	8.03	35 00	17 00	2,100 00	1,200 00	136 00	1,600 00
Stockbridge, .	2	13	34	58	92	8.07	80 00	25 00	3,000 00	-	160 81	3,000 00
Tyringham, .	-	9	20.10	19.16	40.06	5.15	-	21 91	700 00	200 00	33 00	-
Washington, .	2	9	32.15	14.05	47	5.18	35 00	22 50	700 00	523 00	34 00	-
W. Stockbridge, .	2	12	25.05	28	53.05	7.02	31 00	21 44	1,000 00	325 00	59 75	-
Williamstown, .	-	20	55 18	60.05	116.03	7.18	-	25 65	3,000 00	-	65 50	800 00
Windsor, .	1	16	29.10	33.14	63.04	6.06	44 00	24 60	800 00	850 00	36 50	600 00
Total, .	68	413	3.14	3.09	7.03	-	\$15 10	\$24 47	\$64,789 08	\$11,445 16	\$2,581 93	\$19,595 20

SCHOOL RETURNS.

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Savoy, . . .	\$77 82	-	-	-	-	-	-	-	-	-	-	\$128 14
Sheffield, . .	96 00	\$222 36	-	-	-	-	-	-	-	24	\$400 00	222 86
Stockbridge, .	200 00	-	1	Taxation,	10	\$1,200 00	-	-	-	4	5,160 00	198 80
Tyringham, . .	-	-	-	-	-	-	-	-	-	1	100 00	-
Washington, .	-	-	-	-	-	-	-	-	-	-	-	133 89
W Stockbridge,	-	-	-	-	-	-	-	-	-	5	422 00	-
Williamstown, .	48 00	-	1	Taxation,	9	460 00	-	-	-	2	500 00	231 66
Windsor, . . .	36 00	-	-	-	-	-	-	-	-	3	100 00	123 75
Total, . . .	\$1,105 77	\$549 88	9	-	-	\$8,256 00	2	80	\$2,600 00	52	\$22,313 00	\$4,315 46

* Salary of one principal, \$1,000.

NORFOLK COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Erect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	NO. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Winter.		In Winter.					SUMMER.		WINTER.	
							In Sum- r.	In Winter.	In Sum- r.	In Winter.				Male.	Fem.	Male.	Fem.
Bellingham,	1,240	\$463,951	10	9	\$5,300 00	\$131 00	242	268	213	215	3	26	256	9	10		
Braintree,	3,725	1,582,530	17	10	17,500 00	200 00	752	686	594	556	16	67	845	1 17	3 13		
Brookline,	5,262	12,107,550	18	10	101,000 00	8,068 60	1,049	1,033	919	918	—	96	717	5 20	5 20		
Canton,	3,318	2,211,313	16	7	27,000 00	4,500 00	843	725	667	552	21	49	899	2 14	5 11		
Cohasset,	2,048	1,174,953	10	6	14,500 00	94 39	410	403	266	275	—	39	441	1 9	2 9		
Dedham,	7,198	4,857,587	31	14	55,000 00	5,608 16	1,506	1,523	1,115	1,160	4	93	1,577	6 25	6 24		
Dorchester,	10,729	12,521,038	48	11	111,700 00	7,873 63	2,349	2,280	1,810	1,794	79	192	2,184	10 45	11 47		
Dover,	616	358,774	4	4	1,500 00	25 00	115	145	92	110	4	3	135	— 4	— 5		
Foxborough,	2,778	1,284,524	9	7	3,500 00	—	528	513	427	399	15	37	580	1 10	1 10		
Franklin,	2,510	1,046,874	12	11	18,000 00	12,000 00	454	495	376	406	18	33	508	— 12	— 12		
Medfield,	1,011	613,155	5	3	10,000 00	—	170	188	144	169	1	26	197	— 4	— 4		
Medway,	3,223	1,251,393	14	8	16,200 00	2,500 00	619	698	523	569	21	64	666	1 13	2 14		
Milton,	2,769	4,271,263	12	8	16,000 00	200 00	556	545	438	444	—	49	505	7 6	7 6		
Needham,	2,793	1,798,498	14	9	20,000 00	1,000 00	614	590	540	520	—	57	615	2 12	2 12		
Quincy,	6,718	3,833,508	25	12	44,400 00	1,898 14	1,548	1,507	1,191	1,210	—	80	1,534	6 25	6 25		
Randolph,	5,734	2,925,254	25	12	44,500 00	19,000 00	1,242	1,176	1,050	942	21	87	1,476	4 21	4 21		
Roxbury,	28,426	23,808,776	100	25	250,000 00	20,000 00	5,276	4,998	4,190	4,126	—	400	6,716	4 99	4 99		
Sharon,	1,394	723,752	6	5	5,621 00	504 66	253	227	203	175	6	15	255	— 6	— 4		
Stoughton,	4,859	1,742,453	19	11	16,100 00	2,250 68	1,117	993	932	811	—	96	1,163	2 19	2 19		
Walpole,	2,018	1,132,102	9	6	18,000 00	—	416	381	319	292	7	18	399	— 11	— 9		
West Roxbury,	6,912	10,631,146	27	13	89,800 00	26,576 22	1,438	1,535	1,099	1,190	3	144	1,377	5 27	6 26		
Weymouth,	7,981	3,345,349	35	14	56,000 00	—	1,730	1,733	1,535	1,440	9	87	1,880	3 33	3 33		
Wrentham,	3,072	1,412,051	20	18	11,000 00	150 00	566	627	466	434	25	89	630	2 18	5 15		
Total,	116,334	\$85,097,794	486	233	\$952,621 00	\$112,580 48	23,793	23,269	19,109	18,707	253	1,847	25,555	62,459	78,448		

SCHOOL RETURNS.

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PLYMOUTH COUNTY.

Abington, .	8,576	\$3,059,801	38	21	\$58,200 00	\$8,300 00	2,088	1,960	1,741	1,594	45	120	2,193	4	35	4	37
Bridgewater, .	4,196	1,992,756	18	14	21,500 00	2,700 00	682	624	534	516	18	37	725	1	21	1	19
Carver, .	1,059	459,583	7	7	5,000 00	200 00	196	197	156	156	11	87	189	-	7	2	5
Duxbury, .	2,377	1,006,782	14	12	3,600 00	20 00	428	457	351	361	30	10	464	1	13	1	13
E. Bridgewater, .	2,977	1,136,937	13	11	10,524 00	-	605	602	503	479	12	86	610	1	16	2	12
Halifax, .	739	354,039	5	5	1,700 00	-	130	128	102	95	3	19	127	-	5	-	5
Hanover, .	1,545	747,591	8	8	8,000 00	500 00	450	413	359	325	13	21	338	-	8	1	7
Hanson, .	1,195	458,168	7	7	3,116 00	714 83	231	231	185	185	11	27	245	1	6	1	6
Hingham, .	4,176	2,391,437	14	8	16,000 00	375 96	632	637	483	488	1	20	779	4	9	4	10
Hull, .	260	150,864	1	1	600 00	-	33	37	26	28	1	5	40	-	1	1	-
Kingston, .	1,626	1,334,298	8	8	16,000 00	10,300 00	328	361	293	330	12	59	299	1	7	2	7
Lakeville, .	1,110	571,124	11	11	4,500 00	50 00	196	212	157	162	15	10	183	-	11	1	10
Marion, .	960	459,009	6	6	5,125 00	25 00	207	202	159	168	12	43	208	-	6	1	5
Marshfield, .	1,810	853,777	10	8	6,000 00	513 48	348	342	299	277	12	61	338	-	10	2	8
Mattapoisett, .	1,451	540,118	6	7	3,225 52	1,111 53	210	166	157	129	-	56	265	-	5	-	5
Middleborough, .	4,525	2,132,878	26	21	13,000 00	300 00	899	888	711	692	20	114	908	2	24	5	20
N. Bridgewater, .	6,335	2,209,339	26	19	25,000 00	-	1,415	1,201	1,185	990	18	39	1,530	1	28	3	27
Pembroke, .	1,488	575,993	8	8	4,000 00	57 00	268	242	190	190	9	15	292	-	11	-	8
Plymouth, .	6,075	3,145,119	30	25	40,300 00	600 00	1,195	1,139	972	964	13	100	1,313	3	31	3	31
Plympton, .	924	304,305	6	6	4,200 00	1,579 00	179	182	150	156	5	41	190	-	6	2	4
Rochester, .	1,156	547,181	11	11	2,500 00	-	200	202	157	160	13	49	182	-	9	-	10
Scituate, .	2,269	852,105	11	10	10,000 00	50 00	479	431	357	357	6	36	462	1	10	2	11
South Scituate, .	1,578	840,924	7	7	6,400 00	100 00	282	252	214	203	8	24	297	-	7	1	6
Wareham, .	2,842	882,580	14	11	14,000 00	2,000 00	605	641	445	473	17	123	650	1	13	4	9
W. Bridgewater, .	1,825	945,350	9	7	12,000 00	1,150 00	377	372	297	305	8	55	412	1	8	1	8
Total, .	63,074	\$27,932,058	314	259	\$294,490 52	\$30,646 80	12,663	12,119	10,183	9,783	313	1,229	13,239	22	307	44	283

BOARD OF EDUCATION.

NORFOLK COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Paid by Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amount of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		Males.	Females.				
Bellingham, . . .	-	12	26.10	30	56.10	6.06	-	\$27 69	\$1,400 00	\$56 00	\$116 50	\$418 16
Brainree, . . .	2	19	101.18	41.03	143.01	8.19	\$48 78	25 73	5,000 00	90 00	133 45	4,500 00
Brookline, . . .	5	20	90	90	180	10	186 00	49 75	21,384 62	-	425 00	-
Canton, . . .	5	18	96.05	56.05	152.10	9.15	62 80	28 50	6,600 00	57 50	220 00	-
Cohasset, . . .	3	9	45.00	49	94	9.18	71 71	21 73	3,000 00	-	127 00	1,000 00
Dedham, . . .	7	29	166.12	163.12	330.04	10.15	100 78	35 66	17,700 00	-	637 60	1,100 00
Dorchester, . . .	12	57	252	252	504	10.10	140 56	41 87	38,500 00	-	797 56	16,741 50
Dover, . . .	-	7	12 07	13.15	26.02	6.11	-	26 00	800 00	-	46 00	-
Foxborough, . . .	2	15	54.10	27.15	82.05	8	43 00	33 85	3,000 00	-	150 00	-
Franklin, . . .	-	17	36	38.10	74.10	6.04	-	31 60	3,000 00	-	210 00	-
Medfield, . . .	1	7	13.10	18	31.10	7.05	45 00	32 00	1,000 00	-	67 50	3,750 00
Medway, . . .	2	18	46.05	48.10	94.15	7.05	93 00	31 00	4,500 00	-	176 00	-
Milton, . . .	9	7	57	57	114	9.10	99 24	33 33	10,000 00	-	215 00	-
Needham, . . .	4	17	70	70	140	10	100 00	34 50	7,000 00	-	363 00	-
Quincy, . . .	9	28	122.10	138.16	261.06	10.09	94 60	32 00	16,558 53	-	701 56	1,250 00
Randolph, . . .	4	27	117.10	117.10	235	9.06	82 75	24 00	10,000 00	5 00	335 00	11,800 00
Roxbury, . . .	4	110	450	600	1,050	10.10	200 00	50 17	88,312 19	-	1,900 00	80,000 00
Sharon, . . .	2	7	26.04	20.17	47.01	7.17	48 10	30 50	1,500 00	-	97 25	1,860 00
Stoughton, . . .	2	27	93.15	50.10	144.05	8	89 00	26 12	6,300 00	55 00	220 00	-
Walpole, . . .	1	12	46.10	38.15	85.05	8	60 00	32 50	3,000 00	-	107 00	-
West Roxbury, . . .	7	31	111.15	157.18	269.13	10	161 67	49 13	22,550 05	-	600 00	46,731 25
Weymouth, . . .	5	40	125	193	318	9.08	85 00	28 50	13,500 00	-	1,550 00	-
Wrentham, . . .	5	17	69.12	61.12	131.04	6.01	66 66	31 90	5,000 00	-	280 00	2,000 96
Total, . . .	91	551	4.12	4.16	9.08	-	\$93 93	\$32 96	\$289,605 39	\$263 50	\$9,475 42	\$171,151 87

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONTINUED.

Abington,	7	44	165	170	335	8.15	\$80 00	\$26 00	\$12,500 00	-	\$450 00	-
Bridgewater,	2	28	106.05	51.10	157.15	8.15	92 59	29 52	6,000 00	-	327 79	\$5,800 00
Carver,	2	10	25.15	25	50.15	7.10	35 00	25 33	1,000 00	\$261 00	81 00	1,000 00
Duxbury,	1	17	41.18	55	96.18	6.18	35 00	22 20	2,500 00	25 00	187 00	22,500 00
E. Bridgewater,	3	21	49.10	49.10	99	8.05	65 00	27 83	4,000 00	-	304 71	-
Halifax,	-	7	15.04	19.04	34.08	6.18	-	22 50	800 00	-	80 00	-
Hanover,	1	13	35.13	35.14	71.07	8.19	40 00	25 45	2,000 00	-	102 00	-
Hanson,	1	11	30	30.10	60.10	8.13	38 88	23 16	1,500 00	-	115 00	-
Hingham,	4	10	69.03	67	136.03	9.14	59 11	32 24	6,031 97	-	389 80	34,869 35
Hull,	1	1	4	3	7	7	50 00	26 00	350 00	-	22 00	-
Kingston,	2	9	40	33	73	9.03	86 00	27 00	2,900 00	17 00	180 00	-
Lakeville,	1	13	33	33	66	6	40 00	22 50	1,500 00	-	40 00	-
Marion,	2	8	19.05	33	52.05	8.14	60 00	21 51	1,452 00	-	61 00	-
Marshfield,	3	16	41.05	41 05	82.10	8.05	34 00	25 03	2,000 00	20 00	100 00	-
Mattapoisett,	-	9	21	15.10	39.10	6.11	-	29 06	1,200 00	-	100 00	1,000 00
Middleborough,	6	31	89.05	83.12	172.17	6.12	54 58	25 41	5,500 00	8 00	175 00	10,900 00
N. Bridgewater,	3	31	96.06	95.14	192	8.01	66 60	31 88	8,000 00	500 00	219 57	286 50
Pembroke,	-	16	40.05	29.07	69.12	9	-	22 73	1,500 00	-	108 75	-
Plymouth,	3	33	120	150	270	9	86 66	25 22	13,000 00	-	1,175 00	-
Plympton,	2	7	19.15	19 12	39.07	6.11	30 00	23 60	800 00	-	65 00	-
Rochester,	-	16	21.15	26.10	51.05	4.11	-	24 30	1,200 00	50 00	84 00	-
Scituate,	2	15	76.10	33	109.10	10	54 00	20 00	3,000 00	4 50	130 00	-
South Scituate,	1	10	38.15	24.05	63	9	33 33	27 95	1,700 00	-	125 00	-
Wareham,	3	16	47.15	42.10	90.05	6.14	61 25	25 60	2,500 00	-	117 00	-
W. Bridgewater,	1	13	27	27	54	6	39 50	30 87	2,000 00	-	135 00	80,000 00
Total,	51	405	4.02	3.16	7.18	-	\$54 36	\$25 72	\$84,933 97	\$885 50	\$4,934 62	\$156,355 85

BOARD OF EDUCATION.

NORFOLK COUNTY—CONCLUDED.

TOWNS.	Income from local School Fund.	Income of Fund, as of Surplus Revenue, appropriated to Schools, that may be so approved or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1868.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Ave No. of Scholars.	Aggregate paid for Tuition.	Number.	Ave No. of Scholars.		Aggregate paid for Tuition.
					Mos.	Days.								
Bellingham,	\$25 09	\$140 63	1	Taxation,	-	-	\$1,000 00	-	1	16	\$20 00	1	\$20 00	\$147 58
Brantree,	300 00	-	1	"	8.10	-	2,500 00	-	-	20	320 00	1	320 00	308 91
Brookline,	-	-	1	"	10	-	1,200 00	-	-	125	9,000 00	5	9,000 00	350 27
Canton,	-	-	1	"	10	-	800 00	-	-	-	-	1	-	297 68
Cohasset,	55 00	-	1	"	10	-	1,500 00	-	-	1	250 00	1	250 00	190 04
Dedham,	66 00	-	1	"	10.15	-	2,083 33	-	-	3	850 00	3	850 00	489 14
Dorchester,	1,289 22	-	1	"	10.10	-	-	-	-	6	3,925 00	6	3,925 00	658 12
Dover,	-	-	1	Taxation,	10	-	1,112 50	-	-	2	1,800 00	2	1,800 00	109 24
Foxborough,	-	-	-	-	-	-	-	-	1	72	\$1,800 00	-	-	224 28
Franklin,	225 00	-	1	Taxation,	9	-	1,000 00	-	-	3	225 00	3	225 00	114 17
Medfield,	-	-	1	"	9.10	-	1,200 00	-	-	-	-	75	-	260 14
Medway,	-	-	1	"	10	-	*1,000 00	-	-	-	-	-	-	213 31
Milton,	-	-	2	"	10.09	-	1,200 00	-	-	2	1,000 00	35	1,000 00	220 98
Needham,	75 00	-	1	"	10	-	1,000 00	-	-	3	500 00	40	500 00	489 14
Quincy,	1,200 00	-	1	"	10.10	-	3,000 00	-	-	1	150 00	20	150 00	472 42
Randolph,	4,200 00	-	1	"	-	-	-	-	-	25	-	25	-	1,822 17
Roxbury,	111 60	180 55	-	-	-	-	-	-	-	1	900 00	45	900 00	150 05
Sharon,	-	-	1	Taxation,	9	-	1,100 00	-	-	2	60 00	60	60 00	390 52
Stoughton,	-	-	1	"	-	-	-	-	-	2	60 00	60	60 00	390 52
Walpole,	-	-	1	Tax'n in part,	10	-	2,400 00	-	-	67	1,350 00	2	1,350 00	178 53
West Roxbury,	2,821 59	-	1	Taxation,	10	-	*1,000 00	-	-	5	4,152 00	93	4,152 00	396 55
Weymouth,	-	-	2	"	10	-	1,000 00	-	-	2	400 00	80	400 00	592 68
Wrentham,	120 11	-	1	"	9	-	1,000 00	-	-	1	18 00	12	18 00	244 53
Total,	\$10,488 61	\$321 18	19	-	-	-	\$26,095 83	-	1	72	\$1,800 00	66	\$24,920 00	\$8,320 45

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONCLUDED.

Abington,	-	4	Taxation,	10	*\$800 00	-	70	-	-	38	-	\$669 90
Bridgewater,	\$348 00	1	"	9	833 00	\$1,680 00	-	-	\$555 00	-	-	-
Carver,	100 00	-	-	-	-	-	-	-	-	-	-	124 57
Duxbury,	1,500 00	2	Taxation,	9	*504 00	105 00	35	-	114 00	43	-	205 37
E. Bridgewater,	-	1	"	9	704 97	-	-	-	50 00	30	-	253 85
Halifax,	-	-	-	-	-	-	-	-	-	-	-	113 07
Hanover,	-	-	-	-	-	-	-	-	-	50	-	165 39
Hanson,	-	-	-	-	-	-	-	-	-	-	-	141 84
Hingham,	2,043 46	-	-	-	-	1,800 00	60	-	500 00	35	-	-
Hull,	-	-	-	-	-	-	-	-	-	-	-	87 06
Kingston,	-	1	Taxation,	9	900 00	-	-	-	1,000 00	12	-	158 81
Lakeville,	-	-	-	-	-	-	-	-	-	-	-	128 96
Marion,	-	-	-	-	-	-	-	-	-	-	-	133 34
Marshfield,	-	-	-	-	-	-	-	-	-	25	-	179 08
Mattapoisett,	45 00	-	-	-	-	-	-	-	150 00	40	-	150 87
Middleborough,	894 00	1	Taxation,	10	950 00	3,000 00	140	-	400 00	16	-	343 42
N. Bridgewater,	17 76	1	"	10	1,100 00	-	-	-	600 00	1	-	492 15
Pembroke,	-	-	-	-	-	-	-	-	-	6	-	157 99
Plymouth,	-	1	Taxation,	10	1,400 00	-	-	-	80 00	50	-	420 92
Plympton,	-	-	-	-	-	-	-	-	250 00	-	-	125 94
Rochester,	-	-	-	-	-	-	-	-	800 00	40	-	-
Scituate,	-	1	Taxation,	10	650 00	-	-	-	-	-	-	197 16
South Scituate,	-	-	-	-	-	-	-	-	-	-	-	163 47
Wareham,	-	1	Taxation,	7.05	1,000 00	-	-	-	500 00	110	-	-
W. Bridgewater,	4,800 00	-	-	-	-	-	-	-	-	-	-	190 30
Total,	\$9,748 22	-	-	-	\$8,841 97	\$6,585 00	305	27	\$6,199 00	499	-	\$4,603 46

* Average.

BRISTOL COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses	Estimated Value of School-Houses.	Amount paid for Direct- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1867.	N.O. OF TEACH- ERS IN PUBLIC SCHOOLS.			
							In Sum'r.		In Winter.					SUMMER.		WINTER.	
Acushnet,	1,251	\$856,500	9	9	\$2,250 00	\$75 00	234	223	169	180	5	34	270	9	1	8	
Attleborough,	6,200	2,201,660	29	24	48,000 00	13,800 00	1,239	1,192	995	999	22	135	1,370	3	4	27	
Berkley,	588	316,002	6	6	1,600 00	300 00	135	183	99	138	7	37	176	6	1	5	
Dartmouth,	3,434	2,432,270	24	24	9,000 00	3,000 00	607	622	413	437	28	43	725	24	2	21	
Dighton,	1,815	776,779	12	11	8,100 00	200 00	309	338	244	247	13	43	318	—	12	11	
Easton,	3,084	1,930,900	14	12	9,000 00	50 00	661	684	521	549	9	57	704	14	7	12	
Fairhaven,	2,548	1,778,219	13	12	4,800 00	1,500 00	533	538	418	417	12	116	513	2	3	12	
Fall River,	17,325	12,632,417	48	27	164,000 00	60,067 60	3,952	3,846	2,722	2,815	12	271	4,799	6	65	7	
FreeTown,	1,484	706,117	8	7	3,600 00	2,500 00	278	286	258	258	13	44	307	8	1	7	
Mansfield,	2,131	750,442	10	8	8,000 00	—	419	407	368	339	10	35	484	1	10	10	
New Bedford,	20,863	20,525,790	29	23	74,750 00	2,151 89	3,650	3,562	2,973	2,829	—	285	3,729	7	74	6	
Norton,	1,709	842,527	8	8	5,000 00	34 07	298	312	231	213	11	59	371	—	8	2	
Raynham,	1,868	1,115,026	8	8	4,000 00	—	318	301	270	256	5	27	308	8	—	8	
Rehoboth,	1,843	761,906	15	15	8,500 00	300 00	318	378	237	299	15	60	376	15	1	14	
Seekonk,.	929	496,814	8	8	3,200 00	25 00	170	175	136	139	10	22	136	—	8	—	
Somerset,	1,791	865,618	7	6	4,200 00	155 00	128	406	88	290	11	41	425	—	4	1	
Swansea,.	1,335	755,680	10	10	4,500 00	500 00	231	278	179	219	9	61	273	—	10	4	
Taunton,.	16,005	8,463,074	51	30	50,000 00	15,000 00	3,140	3,027	2,340	2,266	20	161	3,376	4	58	4	
Westport,	2,802	1,453,897	20	20	6,300 00	150 00	515	591	366	431	26	96	548	—	20	6	
Total, .	89,505	\$59,464,668	329	268	\$418,800 00	\$99,808 56	17,135	17,349	13,027	13,351	238	1,641	19,208	24,393	52	369	

SCHOOL RETURNS.

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BARNSTABLE COUNTY.

Barnstable, .	4,913	\$2,265,407	27	20	\$20,000 00	\$300 00	844	978	656	789	18	198	963	5	21	7	21
Brewster, .	1,459	801,452	8	6	5,000 00	-	253	308	190	262	-	102	293	-	8	3	5
Chatham, .	2,637	1,100,543	12	8	7,500 00	224 63	568	616	414	462	45	171	628	1	12	2	11
Dennis, .	3,512	1,181,339	14	5	18,000 00	-	795	880	508	715	18	292	836	4	10	5	11
Eastham, .	757	219,948	4	4	2,500 00	-	125	151	100	112	1	31	125	-	4	2	2
Falmouth, .	2,294	1,375,661	12	10	16,000 00	7,500 00	352	362	277	301	1	114	343	1	11	4	8
Harwich, .	3,540	1,025,217	20	17	6,500 00	250 00	692	865	490	675	38	168	784	-	11	12	8
Orleans, .	1,586	558,858	9	6	10,000 00	300 00	288	369	222	309	2	133	315	-	8	4	5
Provincetown, .	3,475	1,576,145	10	4	12,000 00	1,000 00	674	741	540	590	-	83	730	4	10	4	12
Sandwich, .	4,105	1,669,105	23	16	16,000 00	2,000 00	594	799	443	617	13	153	812	1	19	9	14
Truro, .	1,448	361,717	14	6	5,000 00	65 00	223	305	184	269	8	99	261	-	6	6	2
Wellfleet, .	2,298	700,165	15	11	18,500 00	100 00	446	586	357	466	2	149	537	1	11	5	10
Yarmouth, .	2,465	1,440,641	9	4	15,000 00	150 00	423	441	318	335	-	97	404	2	9	3	9
Total, .	34,489	\$14,276,198,177	117	117	\$152,000 00	\$11,889 63	6,277	7,401	4,759	5,902	146	1,790	7,051	19	148	66	118

BRISTOL COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Schools, including taxes for board, fuel, and school-rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		Males.	Females.				
Acushnet,	1	11	35.11	27.10	63.01	7	\$25 00	\$23 18	\$1,500 00	-	\$51 00	-
Attleborough,	4	33	101.19	102.08	204.07	8.10	79 00	27 57	7,924 00	\$175 00	303 00	\$11,800 00
Berkley,	1	9	18	22.09	40.09	6.16	35 00	23 18	1,000 00	-	50 00	-
Dartmouth,	2	30	89.19	82.15	172.14	7.10	35 00	21 13	4,000 00	-	96 00	-
Dighton,	1	16	34.17	36.09	71.06	6.10	45 00	25 55	2,000 00	50 00	100 00	-
Easton,	7	19	44 10	45.12	90.02	6.19	46 00	28 00	3,000 00	600 00	100 00	-
Fairhaven,	3	14	68.05	55.10	123.15	9.10	80 00	24 33	5,500 00	-	170 00	5,000 00
Fall River,	7	69	235.04	230.13	465.17	10.03	126 98	37 60	35,000 00	-	1,808 00	-
Freetown,	1	9	28.05	28.11	56.16	7.03	28 00	24 27	1,500 00	-	54 33	-
Mansfield,	2	16	29.13	32.04	61.17	6.04	47 50	28 35	1,936 00	-	94 00	800 00
New Bedford,	7	75	156.11	164.06	320.17	10.11	146 03	42 00	43,500 00	-	2,150 00	-
Norton,	2	12	23.15	26.10	50.05	6.06	53 75	27 85	1,600 00	-	68 00	-
Raynham,	-	11	24.05	24.10	48.15	6.02	-	31 50	1,600 00	-	124 50	-
Rehoboth,	1	23	45	45	90	6	41 00	25 50	2,500 00	-	84 00	-
Seekonk,	-	11	27.06	25.05	52.11	6.12	-	22 38	1,009 14	25 00	45 00	3,181 00
Somerset,	-	9	22	19.12	41.12	6.08	50 00	28 15	1,550 00	-	116 75	-
Swansea,	4	11	28 10	33	61.10	6.03	44 75	26 63	1,889 62	54 00	54 00	-
Taunton,	5	67	239.03	234.02	473.05	9.06	115 30	32 63	24,695 19	-	1,125 75	8,500 00
Westport,	6	24	77.03	65.05	142.08	7.02	31 83	20 33	2,700 00	500 00	130 00	-
Total,	55	469	4.01	3.19	8	-	\$60 60	\$27 38	\$144,403 95	\$1,404 00	\$6,724 33	\$29,281 00

SCHOOL RETURNS.

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BARNSTABLE COUNTY—CONTINUED.

Barnstable,	8	27	88 10	96.15	185.05	7	\$61 81	\$33 60	\$9,000 00	-	\$340 00	\$2,000 00
Brewster,	3	11	30 10	27	57 10	7 04	53 33	28 00	2,000 00	-	85 00	-
Chatham,	3	14	76	32.05	108.05	9	74 84	24 41	3,700 00	-	275 00	-
Dennis,	7	16	68 16	47	115.16	8 04	61 87	25 14	5,500 00	\$225 00	160 00	-
Eastham,	2	5	12	11.07	23.07	5.17	47 50	29 37	800 00	55 00	69 60	-
Falmouth,	4	13	44	43	87	7 05	36 34	24 38	2,500 00	-	208 78	10,000 00
Harwich,	12	23	85.15	54.04	139.19	7.05	37 24	22 75	3,000 00	150 00	130 00	-
Orleans,	4	9	40	27	67	8	61 75	21 50	2,200 00	-	125 00	-
Provincetown,	4	12	50	50	100	10	68 75	22 00	5,000 00	-	95 00	-
Sandwich,	10	23	76.10	84.10	161	7.16	54 66	24 50	5,000 00	-	240 00	2,000 00
Truro,	6	6	21	24	45	6.10	50 00	20 00	1,500 00	-	96 00	-
Wellfleet,	5	13	62	53	115	8.15	66 25	28 00	4,275 00	-	125 00	-
Yarmouth,	3	11	40.10	40.10	81	9	75 00	37 00	4,000 00	-	124 00	16,000 00
Total, .	71	183	3.19	3.07	7.06	-	\$57 64	\$26 20	\$18,475 00	\$130 00	\$2,073 38	\$30,000 00

BRISTOL COUNTY—CONCLUDED.

TOWNS.	Income from local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1868.
			Number.	How supported.	Length. Mos. Days.	Salary of Principal.	Number.	Avg. No. of Scholars.	Aggregate paid for Tuition.	Number.	Avg. No. of Scholars.	Aggregate paid for Tuition.	
Acushnet.	-	-	2	Taxation,	-	\$900 00	-	-	-	1	90	\$225 00	\$144 02
Attleborough.	\$648 00	-	1	-	9	-	-	-	-	2	-	30 00	-
Berkley.	-	-	1	-	-	-	-	-	-	1	-	-	126 76
Dartmouth.	-	-	1	-	-	-	-	-	-	-	-	-	274 95
Dighton.	-	-	1	-	-	-	-	-	-	-	-	-	162 92
Easton.	-	-	1	-	-	-	-	-	-	-	-	-	-
Fairhaven.	300 00	-	1	Taxation,	9.05	1,110 00	-	-	-	2	15	150 00	217 15
Fall River.	-	-	1	"	10.10	1,500 00	-	-	-	3	135	1,535 00	1,260 97
Freetown.	-	-	-	-	-	-	-	-	-	-	-	-	-
Mansfield.	60 00	-	1	Taxation,	10.11	1,800 00	-	-	-	1	175	1,200 00	158 81
New Bedford.	-	-	1	-	-	-	-	85	\$7,000 00	16	350	5,500 00	1,017 76
Norton.	-	-	-	-	-	-	1	108	5,300 00	1	25	200 00	171 68
Raynham.	-	-	-	-	-	-	-	-	-	2	55	84 00	163 20
Rehoboth.	-	\$215 07	-	-	-	-	-	-	-	-	-	-	174 15
Seekonk.	190 86	-	-	-	-	-	-	-	-	-	-	-	116 35
Somerset.	-	-	-	-	-	-	-	-	-	7	178	262 00	190 04
Swansea.	-	-	-	-	-	-	-	-	-	3	40	300 00	144 84
Taunton.	850 00	-	1	Taxation,	10.10	1,500 00	1	60	2,400 00	6	120	1,800 00	999 93
Westport.	-	-	1	-	-	-	-	-	-	1	17	500 00	-
Total.	\$2,048 86	\$215 07	6	-	-	\$6,810 00	3	253	\$14,700 00	45	1,200	\$11,786 00	\$5,514 67

SCHOOL RETURNS.

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BARNSTABLE COUNTY—CONCLUDED.

Barnstable, .	\$160 00	-	-	-	-	-	-	-	6	200	\$2,100 00	-
Brewster, .	-	-	-	-	-	-	-	-	-	-	-	\$156 62
Chatham, .	-	-	1	Taxation,	10	\$1,000 00	-	-	-	-	-	248 66
Dennis, .	-	-	-	-	-	-	-	-	-	-	-	297 68
Eastham, .	-	-	-	-	-	-	-	-	-	-	-	113 07
Falmouth, .	875 00	-	1	Taxation,	10	-	-	20	1	25	25 00	-
Harwich, .	-	-	-	-	-	-	-	-	2	60	960 00	-
Orleans, .	-	-	-	-	-	-	-	-	-	-	-	159 91
Provincetown, .	-	-	1	Taxation,	10	800 00	-	-	2	30	125 00	271 93
Sandwich, .	150 00	-	1	"	10	750 00	-	20	1	50	150 00	333 02
Truro, .	-	-	1	-	-	-	-	-	-	-	-	151 40
Wellfleet, .	-	\$112 00	1	Taxation,	10.10	800 00	-	-	-	-	-	212 22
Yarmouth, .	900 00	-	1	"	9	900 00	-	-	-	-	-	199 62
Total, .	\$2,085 00	\$112 00	6	-	-	\$4,250 00	40	\$406 00	12	365	\$3,360 00	\$2,144 13

SCHOOL RETURNS.

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DUKES COUNTY—CONTINUED.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.				Average length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raided by taxes for Schools, including Wages of Teachers, board, fuel, care of school-rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.		Females.					
Chilmark,	3	3	8.15	9.05	18	6	\$38 33	\$24 00	\$500 00	—	\$47 00	—	
Edgartown,	1	11	20.05	44.05	64.10	9.05	79 00	21 22	2,500 00	—	150 00	—	
Gosnold,	—	2	3	3.15	6.15	6.15	—	20 50	100 00	—	21 00	—	
Tisbury,	6	7	24.10	29.10	54	6	40 80	19 42	2,000 00	—	88 70	\$5,000 00	
Total,	10	23	2.14	4.03	6.17	—	\$52 71	\$21 29	\$5,100 00	—	\$306 70	\$5,000 00	

NANTUCKET COUNTY—CONTINUED.

Nantucket, .	5	20	5.15	4.15	10.10	11	\$60 23	\$19 79	\$8,500 00	—	\$110 00	\$25,000 00
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INDIANS—CONTINUED.

Marshpee, .	2	2	3.10	3.05	6.15	6.15	\$40 00	\$24 00	\$125 00	—	\$18 00	—
Gay Head, .	1	2	4	3	7	7	45 00	18 50	—	—	—	—
Chapquequidic, .	—	1	—	—	—	—	—	17 00	—	—	—	—
Christiantown, .	—	1	—	—	—	—	—	18 00	—	—	—	—

DUKES COUNTY—CONCLUDED.

TOWNS.	Income from local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.					INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1898.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate paid for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate paid for Tuition.		
					Mos.	Days.									
Chilmark,	-	-	1	-	-	9.15	\$775 00	-	-	-	2	37	\$400 00	-	\$99 10
Edgartown,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	162 11
Gosnold,	-	-	1	-	-	-	-	-	-	\$144 00	1	-	-	-	80 20
Tisbury,	-	-	1	-	-	-	-	1	48	\$144 00	-	-	-	-	170 86
Total,	\$300 00	-	1	-	-	-	\$775 00	1	48	\$144 00	2	37	\$400 00	-	\$512 27

NANTUCKET COUNTY—CONCLUDED.

Nantucket,	\$1,500 00	-	1	Taxation,	11	\$1,200 00	1	55	\$349 50	1	48	\$480 00	\$270 84
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INDIANS—CONCLUDED.

[illegible]

SCHOOL RETURNS.

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RECAPITULATION.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	No. of School-Houses.	Estimated Value of School-Houses.	Amount paid for Rect- ing, &c., in 1867.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Suffolk, . .	208,219	\$387,276,700	344	97	\$1,951,676 26	\$225,122 28	31,270	31,298	29,004	29,090	6
Essex, . .	171,192	90,393,467	520	320	1,268,510 25	150,581 29	31,715	31,440	25,362	25,441	181
Middlesex, .	220,618	155,324,723	767	486	2,260,256 00	374,363 32	48,544	47,416	37,549	38,177	475
Worcester, .	162,923	80,857,766	807	578	1,118,381 19	221,143 59	33,511	34,095	26,664	27,633	619
Hampshire, .	31,199	20,510,994	262	223	291,050 00	12,727 59	7,776	7,983	6,081	6,485	208
Hampden, .	64,438	33,253,177	320	222	507,244 00	115,759 06	12,053	12,090	9,802	9,730	359
Franklin, .	31,342	13,048,120	256	243	102,091 00	11,810 18	5,871	6,463	4,702	5,407	223
Berkshire, .	56,966	27,937,444	324	281	233,011 00	128,048 70	10,680	11,045	7,801	8,352	401
Norfolk, . .	116,334	95,097,794	486	233	952,621 00	112,580 48	23,793	23,269	19,109	18,707	253
Bristol, . .	89,505	59,464,668	329	268	418,800 00	99,808 56	17,135	17,349	13,027	13,351	238
Plymouth, .	63,074	27,932,058	314	259	294,490 52	30,646 80	12,663	12,119	10,183	9,783	313
Barnstable,* .	34,489	14,276,198	177	117	152,000 00	11,889 63	6,277	7,401	4,759	5,902	146
Dukes, . .	4,200	2,183,975	21	17	13,543 02	697 30	762	730	603	595	28
Nantucket, .	4,830	2,152,568	10	6	40,000 00	395 00	730	727	570	575	-
Total, . .	1,267,329	\$1,009,709,652	4,937	3,350	\$9,603,674 24	\$1,495,573 78	242,760	243,425	195,216	199,228	3,450

* Including Marshpee District.

BOARD OF EDUCATION.

RECAPITULATION—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1867.	No. of Teachers, including Summer and Winter Terms.		Number of different persons employed as Teachers during the year.		Average length of the Schools—Months and Days.	Average Wages of Teachers per month, including the Value of Board.		Raised by Schools, including Wages of Teachers, board, fuel, care of rooms, for the school-year 1867-8.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
			Males.	Females.	Males.	Females.		Males.	Females.			
Suffolk, .	1,578	39,699	126	1,224	70	687	10.13	\$215 10	\$48 86	\$687,700 00	-	\$8,366 73
Essex, .	2,330	37,004	180	1,178	117	723	9.05	78 80	29 50	287,125 60	\$910 00	10,977 10
Middlesex, .	4,105	48,331	236	1,915	159	1,166	8.14	93 27	31 83	545,681 14	1,802 40	18,880 57
Worcester, .	4,149	34,564	180	1,508	152	1,035	7	63 98	28 18	257,096 60	1,045 77	12,391 26
Hampshire, .	1,144	8,498	53	489	45	372	6.16	50 80	24 92	60,470 17	4,197 16	4,874 51
Hampden, .	1,209	13,044	69	630	51	444	7.19	55 56	25 74	113,816 00	4,021 28	4,892 33
Franklin, .	1,126	6,474	45	490	44	372	6.02	38 98	22 98	38,077 16	6,385 58	1,948 08
Berkshire, .	993	12,561	78	583	68	413	7.03	45 10	24 47	64,789 08	11,445 16	2,581 93
Norfolk, .	1,847	25,555	140	907	91	551	9.08	93 93	32 96	289,605 39	263 50	9,475 42
Bristol, .	1,641	19,208	76	762	55	469	8	60 60	27 38	144,403 95	1,404 00	6,724 33
Plymouth, .	1,229	13,239	66	590	51	405	7.18	54 36	25 72	84,933 97	885 50	4,934 62
Barnstable,*	1,790	7,051	85	266	71	183	7.06	57 64	26 20	48,475 00	430 00	2,073 38
Dukes, .	126	811	15	38	10	23	6.17	52 71	21 29	5,100 00	-	356 70
Nantucket, .	80	706	8	33	5	20	10.10	60 23	19 79	8,500 00	-	110 00
Total, .	23,347	266,745	1,357	10,513	989	6,863	8.03	\$72 93	\$27 84	\$2,035,774 06	\$32,790 35	\$88,496 96

* Including Marshpee District.

SCHOOL RETURNS.

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RECAPITULATION—CONCLUDED.

TOWNS.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from local School Fund.	Income of Fund, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.	HIGH SCHOOLS.		INCORP. ACADEMIES.			UNINCORP. ACADEMIES & PRIVATE SCHOOLS.			Amount each School received from County Fund.
				Number.	Salary of Principal.	Number.	Avg No. of Scholars.	Aggregate paid for Tuition.	Number.	Avg No. of Scholars.	Aggregate paid for Tuition.	
Suffolk, .	\$7,000 00	\$172 60	-	2	\$6,500 00	1	1	-	61	2,311	\$193,173 00	\$10,940 28
Essex, .	224,411 65	12,555 70	\$1,220 45	20	22,417 50	7	547	\$12,331 24	74	2,805	42,769 90	11,933 19
Middlesex, .	145,023 80	9,538 80	325 84	32	43,296 00	8	502	29,702 95	71	1,817	47,814 00	16,948 16
Worcester, .	73,733 13	6,869 55	787 59	31	29,581 00	5	285	26,525 00	61	1,434	31,859 00	12,749 22
Hampshire, .	131,030 87	10,438 89	219 05	6	6,533 00	5	424	10,504 50	20	266	9,370 00	3,573 70
Hampden, .	117,420 48	5,081 98	672 18	6	7,905 00	2	411	15,553 48	22	764	8,935 00	4,750 60
Franklin, .	30,108 96	2,233 26	231 00	3	2,850 00	6	150	3,065 60	36	541	6,532 00	2,982 48
Berkshire, .	19,595 20	1,105 77	549 88	9	8,256 00	2	80	2,600 00	52	1,017	22,313 00	4,345 46
Norfolk, .	171,151 87	10,488 61	321 18	19	26,095 83	1	72	1,800 00	66	853	24,920 00	8,320 45
Bristol, .	29,281 00	2,048 86	215 07	6	6,810 00	3	253	14,700 00	45	1,200	11,786 00	5,514 67
Plymouth, .	156,355 85	9,748 22	-	14	11,241 97	5	305	6,585 00	27	499	6,199 00	4,603 46
Barnstable,*	30,000 00	2,085 00	112 00	6	4,250 00	2	40	406 00	12	365	3,360 00	2,144 13
Dukes, .	5,000 00	300 00	-	1	775 00	1	48	144 00	2	37	400 00	512 27
Nantucket, .	25,000 00	1,500 00	-	1	1,200 00	1	55	349 50	1	48	480 00	270 84
Total, .	\$1,165,112 81	\$74,467 24	\$4,654 24	156	\$177,711 30	48	3,172	\$124,267 27	550	13,957	\$409,910 90	\$88,988 91

* Including Marshpee District.

EVENING SCHOOLS, AS RETURNED BY SCHOOL COMMITTEES.

CITIES AND TOWNS.	No. of Schools.	Males.	Females.	Average Number	Time Kept.	No. of Teachers.	Expense.
Chelsea, . . .	1	96	60	35	6 months.	2	\$600 00
Lawrence, . . .	1	250	200	300	4½ months.	28	568 59
West Newbury, .	1	18	—	15	4½ months.	2	35 00
Medford, . . .	1	45	19	30	2½ months.	2	300 00
Winchester, . .	1	14	12	22	32 evenings.	8	100 00
Millbury, . . .	2	60	40	62	21 ev'gs each.	2	100 00
Worcester, . . .	3	265	153	94	5¾ months.	6	783 87
Northampton, .	1	57	49	37	38 weeks.	2	340 34
Springfield, . .	1	75	95	125	3 mos. 3 dys.	4	300 00
Westfield, . . .	1	20	30	28	34 evenings.	6	75 00
W. Stockbridge, .	1	17	10	25	23 evenings.	2	68 00
Braintree, . . .	1	20	16	26	3½ months.	1	63 75
Roxbury, . . .	1	150	50	75	3 months.	20	500 00
W. Roxbury, . .	1	125	38	60	5½ months.	5	542 00
Fall River, . . .	2	233	155	197	16 weeks.	6	818 58
New Bedford, . .	1	125	87	161	6 months.	6	1,200 00
E. Bridgewater, .	1	35	3	13	24 evenings.	3	8 00
Total, . . .	21	1,605	1,017	—	—	105	\$6,403 13

RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR 1867.

STATE INSTITUTIONS.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		Number between 5 and 15 years of age May 1, 1867.		NO. OF TEACHERS.				Length of Schools.		Wages of Teachers per Month.	
											Number of different Teachers.							
	In Sum'r.		In Winter.		SUMMER.		WINTER.		Males.		Females.							
	In Sum'r.		In Winter.		Males.		Females.		Males.		Females.		Males.	Females.				
Monson State Almshouse,	518	530	317	326	12	21	375	6	1	7	1	13	1	12	\$50 00	\$16 67		
Tewksbury State Almshouse,	100	125	49	45	-	-	41	1	-	1	-	2	-	12	-	17 33		
Lancaster State Industrial Sch'l,	185	206	138	151	-	75	75	5	-	5	-	7	-	12	-	20 84		
Westborough Reform School,	433	382	318	326	-	50	260	5	2	6	2	13	3	12	\$40-\$50	\$20-\$25		
Nautical School,	424	369	288	276	-	139	96	-	4	-	4	-	4	12	233 33	-		
Totals,	1,660	1,612	1,110	1,124	12	285	847	17	7	19	7	35	8	-	-	-		

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1867-8, also its rank in a similar scale for 1866-7. It presents the sum appropriated to each child between 5 and 15.

GRADUATED TABLES — FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	\$29 82.5	\$21,384 62	-	-	717	-
2	2	Nahant, .	21 62.2	1,600 00	-	-	74	-
9	3	Arlington, .	20 54.8	12,000 00	-	-	584	-
6	4	Newton, .	20 01.9	41,500 00	-	-	2,073	-
4	5	Milton, .	19 80.2	10,000 00	-	-	505	-
7	6	Boston, .	17 71.9	638,450 00	-	-	36030	-
8	7	Dorchester, .	17 62.8	38,500 00	-	-	2,184	-
3	8	Belmont, .	17 12.2	4,400 00	-	-	257	\$300 00
5	9	West Roxbury, .	16 37.6	22,550 05	-	-	1,377	-
11	10	Somerville, .	13 90	29,500 00	-	-	2,123	700 00
12	11	Brighton, .	13 86.7	12,120 00	-	-	874	-
34	12	Lowell, .	13 86.7	83,923 37	-	-	6,052	-
26	13	Worcester, .	13 81.5	75,859 12	-	-	5,491	100 00
16	14	Chelsea, .	13 72.3	46,000 00	-	-	3,352	-
10	15	Watertown, .	13 25.9	11,350 00	-	-	856	-
21	16	Springfield, .	13 18.5	55,708 00	-	-	4,225	-
14	17	Roxbury, .	13 15	88,312 19	-	-	6,716	-
15	18	Charlestown, .	12 91.2	73,329 81	-	-	5,679	-
32	19	Medford, .	12 58.6	14,410 59	-	-	1,145	-
22	20	North Chelsea, .	12 29.5	2,250 00	-	-	183	-
19	21	Cambridge, .	12 19.3	89,284 95	-	-	7,323	-
39	22	Amherst, .	12 09.7	7,500 00	-	-	620	-
25	23	Swampscott, .	12 08.5	4,000 00	-	-	331	-
17	24	Nantucket, .	12 04	8,500 00	-	-	706	-
20	25	Winchester, .	12 01	6,653 61	-	-	554	-
18	26	New Bedford, .	11 66.5	43,500 00	-	-	3,729	-
28	27	Waltham, .	11 58	14,046 31	-	-	1,213	-
13	28	Needham, .	11 38.2	7,000 00	-	-	615	-
27	29	Lexington, .	11 31.2	5,000 00	-	-	442	-
244	30	Warren, .	11 25.2	4,500 00	-	-	400	100 00

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
23	31	Dedham, . .	\$11 22.4	\$17,700 00	-	-	1,577	-
24	32	Malden, . .	10 97.3	18,500 00	-	-	1,686	-
31	33	Weston, . .	10 95.9	2,455 00	-	-	224	\$300 60
47	34	Fairhaven, . .	10 72.1	5,500 00	-	-	513	-
35	35	Quincy, . .	10 70.4	16,558 53	-	-	1,534	-
46	36	Peabody, . .	10 70.1	14,850 00	\$335 17	15,185 17	1,419	-
41	37	Concord, . .	10 66.4	4,500 00	-	-	422	-
40	38	Stoneham, . .	10 43.5	6,000 00	-	-	575	-
30	39	Tyngsborough, .	10 26 8	1,150 00	-	-	112	-
33	40	Plymouth, . .	9 90.1	13,000 00	-	-	1,313	-
70	41	Yarmouth, . .	9 90.1	4,000 00	-	-	404	-
154	42	No. Andover, . .	9 90	4,970 00	-	-	502	-
54	43	Haverhill, . .	9 79.2	20,600 00	521 18	21,121 18	2,157	-
37	44	Longmeadow, . .	9 72.4	2,426 00	43 86	2,469 86	254	-
88	45	Kingston, . .	9 70	2,900 00	-	-	299	17 00
29	46	Melrose, . .	9 66.2	6,000 00	-	-	621	-
87	47	Westfield, . .	9 64.3	10,800 00	-	-	1,120	-
45	48	Greenfield, . .	9 61.2	6,200 00	-	-	645	400 00
73	49	New Braintree, .	9 48.9	1,300 00	-	-	137	-
98	50	Barnstable, . .	9 34 6	9,000 00	-	-	963	-
146	51	South Hadley, . .	9 16.5	4,500 00	-	-	491	30 00
38	52	Framingham, . .	9 14.3	8,000 00	-	-	875	40 00
48	53	Salem, . .	9 06.6	44,602 58	-	-	4,920	-
62	54	Wakefield, . .	9 03.6	6,000 00	-	-	664	37 40
42	55	Leicester, . .	9 00	4,500 00	-	-	500	-
49	56	Bedford, . .	8 96.6	1,300 00	-	-	145	-
59	57	Dracut, . .	8 96 6	2,600 00	-	-	290	-
53	58	Burlington, . .	8 78.8	914 00	-	-	104	-
63	59	Hull, . .	8 75	350 00	-	-	40	-
64	60	Lynn, . .	8 73.9	42,420 02	-	-	4,854	-
71	61	Woburn, . .	8 69 5	14,668 50	-	-	1,687	-
55	62	Greenwich, . .	8 69.4	912 92	-	-	105	-
132	63	Lenox, . .	8 67.5	2,750 00	-	-	317	174 00
44	64	Chicopee, . .	8 64.2	11,445 00	623 32	12,073 32	1,397	-
52	65	Brookfield, . .	8 62.5	3,700 00	-	-	420	88 00
36	66	Lunenburg, . .	8 53.1	1,800 00	-	-	211	25 00
50	67	Sunderland, . .	8 47.5	1,500 00	-	-	177	-
75	68	Reading, . .	8 46.7	4,750 00	-	-	561	72 00
128	69	Shrewsbury, . .	8 40.7	2,400 00	80 00	2,480 00	295	-
83	70	Granby, . .	8 28.7	1,500 00	-	-	181	20 00
197	71	Bridgewater, . .	8 27.6	6,000 00	-	-	725	-
106	72	Holyoke, . .	8 22.1	11,000 00	-	-	1,338	-
79	73	Lakeville, . .	8 19 7	1,500 00	-	-	183	-
86	74	Wellfleet, . .	8 17	4,275 00	112 00	4,387 00	537	-
82	75	Wayland, . .	8 15.2	1,875 00	-	-	230	17 50
135	76	Templeton, . .	8 11.4	3,700 00	-	-	456	-
246	77	New Salem, . .	8 06.4	1,500 60	-	-	186	40 00
78	78	Fitchburg, . .	8 03	15,000 00	-	-	1,868	-
181	79	Townsend, . .	8 02.1	3,000 00	-	-	374	-

SCHOOL RETURNS.

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For 1856-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
276	80	Tewksbury, .	\$8 00	\$1,800 00	-	-	225	-
147	81	Conway, .	7 98.8	2,700 00	-	-	338	\$575 00
108	82	Acton, .	7 98	2,325 00	\$164 84	\$2,489 84	312	-
95	83	Wrentham, .	7 93.7	5,000 00	-	-	630	-
43	84	Southborough, .	7 91.4	3,300 00	-	-	417	-
194	85	Dalton, .	7 87.4	2,000 00	-	-	254	-
198	86	Ashland, .	7 87.3	2,850 00	-	-	362	-
130	87	Dunstable, .	7 86.5	700 00	-	-	89	15 00
51	88	Lincoln, .	7 79.2	1,200 00	-	-	154	-
72	89	Hingham, .	7 74.3	6,031 97	-	-	779	-
56	90	Northampton, .	7 73.1	14,401 95	-	-	1,863	240 34
57	91	Lawrence, .	7 69.7	34,342 38	-	-	4,462	-
61	92	Saugus, .	7 67.6	3,369 65	-	-	439	-
167	93	Belchertown, .	7 66.3	4,000 00	-	-	522	300 00
105	94	Hudson, .	7 61.4	3,000 00	-	-	394	-
69	95	Hadley, .	7 60.4	3,300 00	-	-	434	30 00
65	96	Walpole, .	7 51.9	3,000 00	-	-	399	-
67	97	Newburyport, .	7 51.5	22,500 00	-	-	2,994	-
160	98	Marlborough, .	7 46.8	10,500 00	-	-	1,406	24 00
213	99	Wenham, .	7 46.3	1,500 00	-	-	201	-
58	100	Winthrop, .	7 46.3	1,000 00	-	-	134	-
60	101	Beverly, .	7 42.4	8,500 00	-	-	1,145	-
111	102	Seekonk, .	7 42	1,009 14	-	-	136	25 00
114	103	Uxbridge, .	7 41	4,100 00	220 00	4,320 00	583	25 00
102	104	Edgartown, .	7 39.6	2,500 00	-	-	338	-
103	105	Gloucester, .	7 38.4	21,000 00	-	-	2,844	-
110	106	Westhampton, .	7 37.2	1,150 00	-	-	156	33 00
182	107	Canton, .	7 34.1	6,600 00	-	-	899	37 50
100	108	Ware, .	7 31.7	5,590 00	-	-	764	-
150	109	Taunton, .	7 31.5	24,695 19	-	-	3,376	-
92	110	Fall River, .	7 29.3	35,000 00	-	-	4,799	-
189	111	Falmouth, .	7 29	2,500 00	-	-	343	-
286	112	Orange, .	7 26.7	2,500 00	-	-	344	-
104	113	Northborough, .	7 22.5	2,500 00	-	-	346	-
143	114	Rehoboth, .	7 22.1	2,500 00	215 07	2,715 07	376	-
118	115	Rowley, .	7 20	900 00	-	-	125	345 00
203	116	Oxford, .	7 18.4	3,700 00	-	-	515	-
129	117	Weymouth, .	7 18.1	13,500 00	-	-	1,880	-
74	118	Littleton, .	7 17.7	1,500 00	-	-	209	66 00
115	119	Holliston, .	7 16.3	5,000 00	-	-	698	-
144	120	Enfield, .	7 14.3	1,200 00	-	-	168	-
221	121	Andover, .	7 10.9	6,000 00	-	-	844	-
166	122	Paxton, .	7 01.9	800 00	112 53	912 53	130	-
176	123	Mendon, .	7 00.4	1,500 00	132 06	1,632 06	233	-
116	124	Prescott, .	7 00	700 00	-	-	100	93 00
212	125	Hatfield, .	6 99.3	2,000 00	-	-	286	-
123	126	Barre, .	6 99.2	3,300 00	-	-	472	-
124	127	Orleans, .	6 98.4	2,200 00	-	-	315	-
93	128	Marion, .	6 98.1	1,452 00	-	-	208	-

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
84	129	Harvard, . . .	\$6 96.9	\$2,000 00	-	-	287	\$30 00
156	130	Essex, . . .	6 94.4	2,500 00	-	-	360	-
76	131	Methuen, . . .	6 94.3	3,500 00	-	-	504	10 00
251	132	Adams, . . .	6 92.4	12,000 00	-	-	1,733	-
77	133	Swansea, . . .	6 92.2	1,889 62	-	-	273	54 00
107	134	Leominster, . . .	6 89.4	4,756 97	-	-	690	39 00
80	135	Athol, . . .	6 86.1	4,000 00	-	-	583	-
99	136	Provincetown, . . .	6 84.9	5,000 00	-	-	730	-
145	137	Brewster, . . .	6 82 6	2,000 00	-	-	293	-
138	138	Cohasset, . . .	6 80.2	3,000 00	-	-	441	-
142	139	Georgetown, . . .	6 80.1	2,700 00	-	-	397	-
90	140	Sherborn, . . .	6 79	1,500 00	-	-	221	-
177	141	Randolph, . . .	6 77.5	10,000 00	-	-	1,476	5 00
195	142	Medway, . . .	6 75.7	4,500 00	-	-	666	-
85	143	Montgomery, . . .	6 75 7	500 00	-	-	74	30 03
112	144	Lancaster, . . .	6 74.2	2,400 00	-	-	356	140 00
173	145	Petersham, . . .	6 71.6	1,800 00	-	-	268	-
206	146	Gosnold, . . .	6 66.7	100 00	-	-	15	-
125	147	Pelham, . . .	6 66.7	1,000 00	-	-	150	-
239	148	Ashfield, . . .	6 63.7	1,500 00	-	-	226	573 00
109	149	Clinton, . . .	6 61 6	5,577 30	-	-	843	-
149	150	Rochester, . . .	6 59.3	1,200 00	-	-	182	50 00
139	151	Sharon, . . .	6 59	1,500 00	\$180 55	\$1,680 55	255	-
122	152	Ipswich, . . .	6 58.6	3,800 00	-	-	577	-
178	153	Danvers, . . .	6 57.4	7,635 00	300 00	7,935 00	1,207	-
254	154	E. Bridgewater, . . .	6 55.8	4,000 00	-	-	610	-
96	155	Pittsfield, . . .	6 54.9	13,700 00	-	-	2,092	150 00
113	156	No Brookfield, . . .	6 51.4	3,900 00	-	-	596	-
152	157	Bradford, . . .	6 50	2,500 00	-	-	385	-
133	158	Scituate, . . .	6 49.4	3,000 00	-	-	462	4 50
159	159	Wendell, . . .	6 46 6	750 00	-	-	116	-
81	160	Northbridge, . . .	6 45.9	4,250 00	-	-	658	-
151	161	Holden, . . .	6 44 8	2,347 21	-	-	364	-
179	162	Ludlow, . . .	6 43.8	1,500 00	-	-	233	326 00
233	163	Dennis, . . .	6 42 5	5,500 00	-	-	856	225 00
183	164	Milford, . . .	6 42.1	15,000 00	-	-	2,336	-
202	165	Webster, . . .	6 41.9	4,500 00	-	-	701	-
218	166	Natick, . . .	6 40.3	7,600 00	-	-	1,187	-
224	167	Eastham, . . .	6 40	800 00	-	-	125	55 00
119	168	Hamilton, . . .	6 40	800 00	-	-	125	-
94	169	Ashby, . . .	6 37.3	1,300 00	-	-	204	-
155	170	Stockbridge, . . .	6 34.2	3,000 00	-	-	473	-
222	171	Princeton, . . .	6 33 5	1,400 00	-	-	221	48 00
136	172	Hubbardston, . . .	6 32.9	2,000 00	-	-	316	50 00
171	173	Warwick, . . .	6 32.9	1,000 00	-	-	158	25 50
225	174	Halifax, . . .	6 30	800 00	-	-	127	-
137	175	Dighton, . . .	6 28.9	2,000 00	-	-	318	50 00
140	176	W. Newbury, . . .	6 26.8	2,670 32	-	-	426	-
193	177	Winchendon, . . .	6 26.1	3,500 00	-	-	559	68 00

SCHOOL RETURNS.

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For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
188	178	Boxborough, .	\$6 17.3	\$500 00	-	-	81	\$24 00
237	179	Hardwick, .	6 17.3	2,500 00	-	-	405	-
199	180	Sandwich, .	6 15.8	5,000 00	-	-	812	-
291	181	Hanson, .	6 12.2	1,500 00	-	-	245	-
168	182	Millbury, .	6 09.9	3,500 00	-	-	869	-
127	183	Brimfield, .	6 09.8	1,500 00	-	-	246	-
66	184	Oakham, .	6 07.7	1,100 00	-	-	181	25 00
256	185	Middleborough, .	6 05.7	5,500 00	-	-	908	8 00
157	186	Westminster, .	6 05.2	2,100 00	-	-	347	45 00
234	187	Groton, .	6 03.2	4,500 00	-	-	746	-
167	188	Bellingham, .	6 01.8	1,400 00	\$140 63	\$1,540 63	256	56 00
134	189	Marblehead, .	5 96.6	8,000 00	-	-	1,341	700 00
170	190	Plainfield, .	5 94	600 00	-	-	101	420 00
126	191	Dover, .	5 92.6	800 00	-	-	135	-
204	192	Braintree, .	5 91.7	5,000 00	-	-	845	90 00
282	193	Hanover, .	5 91.7	2,000 00	-	-	338	-
283	194	Marshfield, .	5 91.7	2,000 00	-	-	338	20 00
220	195	Franklin, .	5 90.6	3,000 00	-	-	508	-
148	196	Manchester, .	5 90.6	2,250 00	-	-	381	-
186	197	Chatham, .	5 89.2	3,700 00	-	-	628	-
91	198	Sterling, .	5 88.2	2,000 00	-	-	340	-
89	199	Pepperell, .	5 86.7	2,300 00	-	-	392	41 50
175	200	Wales, .	5 86	750 00	-	-	128	-
243	201	Easthampton, .	5 85.8	4,200 00	-	-	717	-
164	202	Amesbury, .	5 84.8	5,000 00	-	-	855	150 00
161	203	Deerfield, .	5 78.5	4,084 16	-	-	706	450 00
121	204	Upton, .	5 78.5	2,256 00	-	-	390	-
296	205	Attleborough, .	5 78.4	7,924 00	-	-	1,370	175 00
101	206	Lynnfield, .	5 76.9	900 00	-	-	156	-
196	207	Truro, .	5 74.7	1,500 00	-	-	261	-
192	208	Westborough, .	5 73.2	3,800 00	-	-	663	-
208	209	South Scituate, .	5 72.4	1,700 00	-	-	297	-
307	210	Wilmington, .	5 71.4	1,000 00	-	-	175	-
272	211	Ashburnham, .	5 70.2	2,600 00	-	-	456	-
250	212	Abington, .	5 70	12,500 00	-	-	2,193	-
200	213	Berkley, .	5 70	1,000 00	-	-	176	-
207	214	Peru, .	5 66	600 00	-	-	106	139 00
117	215	Carlisle, .	5 65.1	825 00	-	-	146	-
191	216	Spencer, .	5 62.6	4,000 00	-	-	711	-
153	217	Acushnet, .	5 55.6	1,500 00	-	-	270	-
288	218	Northfield, .	5 52.4	2,000 00	66 00	2,066 00	374	-
190	219	Dartmouth, .	5 51.7	4,000 00	-	-	725	-
266	220	Shirley, .	5 50.6	1,700 00	161 00	1,861 00	338	150 00
174	221	Chilmark, .	5 49.5	500 00	-	-	91	-
262	222	Grafton, .	5 47.8	5,100 00	-	-	931	-
279	223	Lee, .	5 45.2	4,967 08	-	-	911	180 00
214	224	Tisbury, .	5 45	2,000 00	-	-	367	-
184	225	Whately, .	5 44.6	1,100 00	-	-	202	117 00
162	226	W. Brookfield, .	5 43.5	2,000 00	-	-	368	-

For 1865-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
172	227	Hopkinton, .	5 42.8	\$5,900 00	-	-	1,087	-
228	228	Heath, .	5 42.6	700 00	-	-	129	\$365 00
169	229	Sudbury, .	5 42	2,000 00	-	-	369	-
209	230	Stoughton, .	5 41.7	6,300 00	-	-	1,163	55 00
238	231	Duxbury, .	5 38.8	2,500 00	-	-	464	25 00
229	232	Auburn, .	5 35.7	1,200 00	-	-	224	-
267	233	Monson, .	5 32.9	3,000 00	-	-	563	390 50
186	234	Carver, .	5 29.1	1,000 00	-	-	189	261 00
261	235	Montague, .	5 28.2	1,800 00	\$165 00	\$1,965 00	372	250 00
216	236	Boxford, .	5 26.7	1,000 00	64 10	1,064 10	202	-
187	237	Billerica, .	5 26.3	1,800 00	-	-	342	-
211	238	N. Bridgewater, .	5 22.9	8,000 00	-	-	1,530	500 00
235	239	Bolton, .	5 21.7	1,800 00	-	-	345	-
223	240	Douglas, .	5 21.4	2,800 00	-	-	537	-
163	241	Phillipston, .	5 19.5	800 00	-	-	154	-
227	242	Raynham, .	5 19 5	1,600 00	-	-	308	-
247	243	Salisbury, .	5 17.5	4,000 00	-	-	773	-
257	244	Worthington, .	5 17.5	800 00	146 98	946 98	183	1100 00
68	245	Foxborough, .	5 17.2	3,000 00	-	-	580	-
269	246	Rockport, .	5 14.1	4,000 00	-	-	778	-
231	247	Pembroke, .	5 13.7	1,500 00	-	-	292	-
201	248	Blackstone, .	5 08.7	5,500 00	243 00	5,743 00	1,129	-
97	249	Medfield, .	5 07.6	1,000 00	-	-	197	-
120	250	Charlton, .	5 06.3	2,000 00	-	-	395	-
226	251	Bernardston, .	5 06	850 00	-	-	168	-
265	252	Rowe, .	5 04.2	600 00	-	-	119	200 50
141	253	Williamstown, .	5 03.4	3,000 00	-	-	596	-
205	254	Boylston, .	5 00	900 00	-	-	180	-
240	255	Goshen, .	5 00	400 00	-	-	80	263 32
304	256	No. Reading, .	5 00	1,050 00	-	-	210	-
241	257	Tyringham, .	5 00	700 00	-	-	140	200 00
217	258	Rutland, .	4 98	1,200 00	-	-	241	-
290	259	Gardner, .	4 97.2	3,500 00	-	-	704	-
268	260	Westport, .	4 92.7	2,700 00	-	-	548	500 00
318	261	Coleraine, .	4 90.2	2,000 00	-	-	408	750 00
324	262	Florida, .	4 90.2	1,000 00	-	-	204	184 00
236	263	Freetown, .	4 88.6	1,500 00	-	-	307	-
219	264	Chelmsford, .	4 87.3	2,500 00	-	-	513	-
232	265	Palmer, .	4 86.8	3,500 00	-	-	719	120 00
259	266	Westford, .	4 86.3	1,600 00	-	-	329	12 00
295	267	W. Bridgewater, .	4 85.4	2,000 00	-	-	412	-
317	268	Russell, .	4 84.9	737 00	-	-	152	-
294	269	Wilbraham, .	4 84.3	2,000 00	-	-	413	300 00
281	270	Middleton, .	4 81.7	1,050 00	-	-	218	-
306	271	Southampton, .	4 78.1	1,200 00	-	-	251	211 00
242	272	Sturbridge, .	4 72.4	1,800 00	-	-	381	-
284	273	Cummington, .	4 71.7	1,000 00	-	-	212	400 00
158	274	W. Springfield, .	4 66	2,400 00	-	-	515	-
253	275	Shutesbury, .	4 65.1	800 00	-	-	172	304 08

SCHOOL RETURNS.

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For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
248	276	Chester, . .	\$4 64.3	\$1,300 00	-	-	280	1,000 00
210	277	Monterey, . .	4 59.8	800 00	-	-	174	600 00
258	278	Chesterfield, . .	4 57.1	800 00	-	-	175	425 50
260	279	Sutton, . .	4 54.6	2,500 00	-	-	550	100 00
274	280	Sheffield, . .	4 53.6	2,100 00	\$222 36	\$2,322 36	512	1200 00
180	281	Hinsdale, . .	4 53.3	1,600 00	-	-	353	530 00
314	282	Mattapoisett, . .	4 52.8	1,200 00	-	-	265	-
252	283	Rowley, . .	4 51.1	1,200 00	-	-	266	-
215	284	Agawam, . .	4 49.1	1,500 00	-	-	334	300 00
245	285	Newbury, . .	4 48.3	1,300 00	-	-	290	50 00
249	286	Alford, . .	4 47.8	300 00	-	-	67	-
305	287	Gill, . .	4 43.5	550 00	-	-	121	357 00
273	288	Middlefield, . .	4 35	715 30	72 07	787 37	181	-
259	289	Egremont, . .	4 32.4	800 00	-	-	185	654 00
264	290	Windsor, . .	4 32.4	800 00	-	-	185	850 00
280	291	Norton, . .	4 31.3	1,600 00	-	-	371	-
275	292	Plympton, . .	4 30.1	800 00	-	-	186	105 00
329	293	Clarksburg, . .	4 27.5	714 00	-	-	167	314 00
270	294	Easton, . .	4 26.1	3,000 00	-	-	704	600 00
331	295	New Ashford, . .	4 25.5	200 00	-	-	47	60 00
322	296	Leverett, . .	4 19.2	700 00	-	-	167	10 00
303	297	Topsfield, . .	4 16.7	1,000 00	-	-	240	-
316	298	Southbridge, . .	4 12.8	4,450 00	-	-	1,078	-
333	299	Cheshire, . .	4 12.1	1,500 00	-	-	361	108 00
298	300	Dana, . .	4 11.8	700 00	-	-	170	55 00
263	301	Stow, . .	4 08.7	1,500 00	-	-	367	-
309	302	Sandisfield, . .	4 04.6	1,400 00	-	-	346	778 00
285	303	Williamsburg, . .	4 00.8	2,000 00	-	-	499	205 00
255	304	Mansfield, . .	4 00	1,936 00	-	-	484	-
300	305	Savoy, . .	4 00	728 00	-	-	182	665 80
297	306	Royalston, . .	3 98.7	1,200 00	-	-	301	39 15
310	307	Charlemont, . .	3 96.5	900 00	-	-	227	324 00
323	308	West Boylston, . .	3 96	2,000 00	-	-	505	68 62
301	309	Shelburne, . .	3 92.2	1,200 00	-	-	306	570 00
320	310	Tolland, . .	3 92.2	600 00	-	-	153	453 50
293	311	Huntington, . .	3 86.1	1,000 00	-	-	259	426 00
299	312	Wareham, . .	3 84.6	2,500 00	-	-	650	-
271	313	Harwich, . .	3 82.7	3,000 00	-	-	784	150 00
311	314	Berlin, . .	3 80.9	800 00	-	-	210	-
292	315	N. Marlborough, . .	3 80.9	1,200 00	327 52	1,527 52	401	625 11
277	316	Erving, . .	3 76	500 00	-	-	133	-
280	317	Leyden, . .	3 71.9	450 00	-	-	121	372 00
325	318	Southwick, . .	3 67.6	1,000 00	-	-	272	98 75
315	319	Holland, . .	3 64.6	350 00	-	-	96	11 50
302	320	Somerset, . .	3 64.4	1,550 00	-	-	425	-
313	321	Otis, . .	3 63.6	800 00	-	-	220	450 00
321	322	Gt. Barrington, . .	3 57.1	3,000 00	-	-	840	850 00
287	323	Blandford, . .	3 55.6	800 00	-	-	225	991 00
278	324	Becket, . .	3 54	1,200 00	-	-	339	645 25

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
312 325		Washington, .	\$3 41.4	\$700 00	-	-	205	\$523 00
332 326		Dudley, .	3 34.6	1,800 00	-	-	538	-
319 327		Granville, .	3 25.7	1,000 00	-	-	307	-
326 328		Groveland, .	3 16.2	1,065 65	-	-	337	-
335 329		Mt. Washington,	3 03	200 00	-	-	66	300 00
327 330		Buckland, .	3 00	1,200 00	-	-	400	262 50
334 331		Hancock, .	3 00	600 00	-	-	200	530 00
131 332		Monroe, .	3 00	93 00	-	-	31	95 00
308 333		Lanesborough, .	2 80.7	800 00	-	-	285	60 00
328 334		W. Stockbridge,	2 78.6	1,000 00	-	-	359	325 00
330 335		Richmond, .	2 65	630 00	-	-	238	350 00
		Marshpee Dist.,	1 73.6	125 00	-	-	72	-
		Hyde Park,* .	-	-	-	-	-	-

* Incorporated at the last session.

GRADUATED TABLES — FIRST SERIES.

[COUNTY TABLES.]

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . .	\$17 71.9	\$638,450 00	—	—	36030	—
2	2	Chelsea, . .	13 72.3	46,000 00	—	—	3,352	—
3	3	North Chelsea,	12 29.5	2,250 00	—	—	183	—
4	4	Winthrop, . .	7 46.3	1,000 00	—	—	134	—

ESSEX COUNTY.

1	1	NAHANT, . .	\$21 62.2	\$1,600 00	—	—	74	—
2	2	Swampscott, .	12 08.5	4,000 00	—	—	331	—
3	3	Peabody, . .	10 70.1	14,850 00	\$335 17	15,185 17	1,419	—
21	4	No. Andover, .	9 90	4,970 03	—	—	502	—
5	5	Haverhill, . .	9 79.2	20,600 00	521 18	21,121 18	2,157	—
4	6	Salem, . . .	9 06.6	44,602 58	—	—	4,920	—
9	7	Lynn,	8 73.9	42,420 02	—	—	4,854	—
6	8	Lawrence, . .	7 69.7	34,342 38	—	—	4,462	—
8	9	Saugus, . . .	7 67.6	3,369 65	—	—	439	—
10	10	Newburyport, .	7 51.5	22,500 00	—	—	2,994	—
25	11	Wenham, . . .	7 46.3	1,500 00	—	—	201	—
7	12	Beverly, . . .	7 42.4	8,500 00	—	—	1,145	—
13	13	Gloucester, . .	7 38.4	21,000 00	—	—	2,844	—
27	14	Andover, . . .	7 10.9	6,000 00	—	—	844	—
22	15	Essex,	6 94.4	2,500 00	—	—	360	—
11	16	Methuen, . . .	6 94.3	3,500 00	—	—	504	\$10 00
18	17	Georgetown, . .	6 80.1	2,700 00	—	—	397	—
15	18	Ipswich, . . .	6 58.6	3,800 00	—	—	577	—
24	19	Danvers, . . .	6 57.4	7,635 00	300 00	7,935 00	1,207	—
20	20	Bradford, . . .	6 50	2,500 00	—	—	385	—
14	21	Hamilton, . . .	6 40	800 00	—	—	125	—
17	22	W. Newbury, . .	6 26.8	2,670 32	—	—	426	—
16	23	Marblehead, . .	5 96.6	8,000 00	—	—	1,341	700 00

ESSEX COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
19	24	Manchester, .	\$5 90.6	\$2,250 00	-	-	381	-
23	25	Amesbury, .	5 84.8	5,000 00	-	-	855	\$150 00
12	26	Lynnfield, .	5 76.9	900 00	-	-	156	-
26	27	Boxford, .	5 26.7	1,000 00	\$64 10	\$1,064 10	202	-
29	28	Salisbury, .	5 17.5	4,000 00	-	-	773	-
31	29	Rockport, .	5 14.1	4,000 00	-	-	778	-
32	30	Middleton, .	4 81.7	1,050 00	-	-	218	-
30	31	Rowley, .	4 51.1	1,200 00	-	-	266	-
28	32	Newbury, .	4 48.3	1,300 00	-	-	290	50 00
33	33	Topsfield, .	4 16.7	1,000 00	-	-	240	-
34	34	Groveland, .	3 16.2	1,065 65	-	-	337	-

MIDDLESEX COUNTY.

3	1	ARLINGTON, .	\$20 54.8	\$12,000 00	-	-	584	-
2	2	Newton, .	20 01.9	41,500 00	-	-	2,073	-
1	3	Belmont, .	17 12.2	4,400 00	-	-	257	\$300 00
5	4	Somerville, .	13 90	29,500 00	-	-	2,123	700 00
6	5	Brighton, .	13 86.7	12,120 00	-	-	874	-
17	6	Lowell, .	13 86.7	83,923 37	-	-	6,052	-
4	7	Watertown, .	13 25.9	11,350 00	-	-	856	-
7	8	Charlestown, .	12 91.2	73,329 81	-	-	5,679	-
16	9	Medford, .	12 58.6	14,410 59	-	-	1,145	-
8	10	Cambridge, .	12 19.3	89,284 95	-	-	7,323	-
9	11	Winchester, .	12 01	6,653 61	-	-	554	-
12	12	Waltham, .	11 58	14,046 31	-	-	1,213	-
11	13	Lexington, .	11 31.2	5,000 00	-	-	442	-
10	14	Malden, .	10 97.3	18,500 00	-	-	1,686	-
15	15	Weston, .	10 95.9	2,455 00	-	-	224	300 00
20	16	Concord, .	10 66.4	4,500 00	-	-	422	-
19	17	Stoneham, .	10 43.5	6,000 00	-	-	575	-
14	18	Tyngsborough, .	10 26.8	1,150 00	-	-	112	-
13	19	Melrose, .	9 66.2	6,000 00	-	-	621	-
18	20	Framingham, .	9 14.3	8,000 00	-	-	875	40 00
25	21	Wakefield, .	9 03.6	6,000 00	-	-	664	37 40
21	22	Bedford, .	8 96.6	1,300 00	-	-	145	-
24	23	Dracut, .	8 96.6	2,600 00	-	-	290	-
23	24	Burlington, .	8 78.8	914 00	-	-	104	-
26	25	Woburn, .	8 69.5	14,668 50	-	-	1,687	-
28	26	Reading, .	8 46.7	4,750 00	-	-	561	72 00
29	27	Wayland, .	8 15.2	1,875 00	-	-	230	17 50
41	28	Townsend, .	8 02.1	3,000 00	-	-	374	-
51	29	Tewksbury, .	8 00	1,800 00	-	-	225	-
34	30	Acton, .	7 98	2,325 00	\$164 84	\$2,489 84	312	-
44	31	Ashland, .	7 87.3	2,850 00	-	-	362	-

SCHOOL RETURNS.

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MIDDLESEX COUNTY—CONTINUED.

For 1886-7.	For 1887-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
37	32	Dunstable, .	\$7 86.5	\$700 00	-	-	89	\$18 00
22	33	Lincoln, .	7 79.2	1,200 00	-	-	154	-
33	34	Hudson, .	7 61.4	3,000 00	-	-	394	-
38	35	Marlborough, .	7 46.8	10,500 00	-	-	1,406	24 00
27	36	Littleton, .	7 17.7	1,500 00	-	-	209	66 00
35	37	Holliston, .	7 16.3	5,000 00	-	-	698	-
31	38	Sherborn, .	6 79	1,500 00	-	-	221	-
45	39	Natick, .	6 40.3	7,600 00	-	-	1,187	-
32	40	Ashby, .	6 37.3	1,300 00	-	-	204	-
43	41	Boxborough, .	6 17.3	500 00	-	-	81	24 00
47	42	Groton, .	6 03.2	4,500 00	-	-	746	-
30	43	Pepperell, .	5 86.7	2,300 00	-	-	392	41 50
53	44	Wilmington, .	5 71.4	1,000 00	-	-	175	-
36	45	Carlisle, .	5 65.1	825 00	-	-	146	-
50	46	Shirley, .	5 50.6	1,700 00	\$161 00	\$1,861 00	338	150 00
40	47	Hopkinton, .	5 42.8	5,900 00	-	-	1,087	-
39	48	Sudbury, .	5 42	2,000 00	-	-	369	-
42	49	Billerica, .	5 26.3	1,800 00	-	-	342	-
52	50	No. Reading, .	5 00	1,050 00	-	-	210	-
46	51	Chelmsford, .	4 87.3	2,500 00	-	-	513	-
48	52	Westford, .	4 86.3	1,600 00	-	-	329	12 00
49	53	Stow, .	4 08.7	1,500 00	-	-	367	-

WORCESTER COUNTY.

1	1	WORCESTER, .	\$13 81.5	\$75,859 12	-	-	5,491	\$100 00
48	2	Warren, .	11 25.2	4,500 00	-	-	400	100 00
7	3	New Braintree, .	9 48.9	1,300 00	-	-	137	-
3	4	Leicester, .	9 00	4,500 00	-	-	500	-
5	5	Brookfield, .	8 62.5	3,700 00	-	-	420	88 00
2	6	Lunenburg, .	8 53.1	1,800 00	-	-	211	25 00
22	7	Shrewsbury, .	8 40.7	2,400 00	\$80 00	\$2,480 00	295	-
23	8	Templeton, .	8 11.4	3,700 00	-	-	456	-
8	9	Fitchburg, .	8 03	15,000 00	-	-	1,868	-
4	10	Southborough, .	7 91.4	3,300 00	-	-	417	-
18	11	Uxbridge, .	7 41	4,100 00	220 00	4,320 00	583	25 00
13	12	Northborough, .	7 22.5	2,500 00	-	-	346	-
39	13	Oxford, .	7 18.4	3,700 00	-	-	515	-
29	14	Paxton, .	7 01.9	800 00	112 53	912 53	130	-
32	15	Mendon, .	7 00.4	1,500 00	132 06	1,632 06	233	-
21	16	Barre, .	6 99.2	3,300 00	-	-	472	-
11	17	Harvard, .	6 96.9	2,000 00	-	-	287	30 00
14	18	Leominster, .	6 89.4	4,756 97	-	-	690	39 00
9	19	Athol, .	6 86.1	4,000 00	-	-	583	-
16	20	Lancaster, .	6 74.2	2,400 00	-	-	356	140 00

WORCESTER COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
31	21	Petersham, .	\$6 71.6	\$1,800 00	-	-	268	-
15	22	Clinton, .	6 61.6	5,577 30	-	-	843	-
17	23	No. Brookfield, .	6 54.4	3,900 00	-	-	596	-
10	24	Northbridge, .	6 45.9	4,250 00	-	-	658	-
25	25	Holden, .	6 44.8	2,347 21	-	-	364	-
33	26	Milford, .	6 42.1	15,000 00	-	-	2,336	-
38	27	Webster, .	6 41.9	4,500 00	-	-	701	-
42	28	Princeton, .	6 33.5	1,400 00	-	-	221	\$48 00
24	29	Hubbardston, .	6 32.9	2,000 00	-	-	316	50 00
36	30	Winchendon, .	6 26.1	3,500 00	-	-	559	68 00
46	31	Hardwick, .	6 17.3	2,500 00	-	-	405	-
30	32	Millbury, .	6 09.9	5,300 00	-	-	869	-
6	33	Oakham, .	6 07.7	1,100 00	-	-	181	25 00
26	34	Westminster, .	6 05.2	2,100 00	-	-	347	45 00
12	35	Sterling, .	5 88.2	2,000 00	-	-	340	-
20	36	Upton, .	5 78.5	2,256 00	-	-	390	-
35	37	Westborough, .	5 73.2	3,800 00	-	-	663	-
51	38	Ashburnham, .	5 70.2	2,600 00	-	-	456	-
34	39	Spencer, .	5 62.6	4,000 00	-	-	711	-
50	40	Grafton, .	5 47.8	5,100 00	-	-	931	-
27	41	W. Brookfield, .	5 43.5	2,000 00	-	-	368	-
44	42	Auburn, .	5 35.7	1,200 00	-	-	224	-
45	43	Bolton, .	5 21.7	1,800 00	-	-	345	-
43	44	Douglas, .	5 21.4	2,800 00	-	-	537	-
28	45	Phillipston, .	5 19.5	800 00	-	-	154	-
37	46	Blackstone, .	5 08.7	5,500 00	\$243 00	\$5,743 00	1,129	-
19	47	Charlton, .	5 06.3	2,000 00	-	-	395	-
40	48	Boylston, .	5 00	900 00	-	-	180	-
41	49	Rutland, .	4 98	1,200 00	-	-	241	-
52	50	Gardner, .	4 97.2	3,500 00	-	-	704	-
47	51	Sturbridge, .	4 72.4	1,800 00	-	-	381	-
49	52	Sutton, .	4 54.6	2,500 00	-	-	550	100 00
54	53	Southbridge, .	4 12.8	4,450 00	-	-	1,078	-
56	54	Dana, .	4 11.8	700 00	-	-	170	55 00
53	55	Royalston, .	3 98.7	1,200 00	-	-	301	39 15
57	56	West Boylston, .	3 96	2,000 00	-	-	505	68 62
55	57	Berlin, .	3 80.9	800 00	-	-	210	-
58	58	Dudley, .	3 34.6	1,800 00	-	-	538	-

HAMPSHIRE COUNTY.

1	1	AMHERST, .	\$12 09.7	\$7,500 00	-	-	620	-
11	2	South Hadley, .	9 16.5	4,500 00	-	-	491	\$30 00
2	3	Greenwich, .	8 69.4	912 92	-	-	105	-
5	4	Granby, .	8 28.7	1,500 00	-	-	181	20 00

SCHOOL RETURNS.

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HAMPSHIRE COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	5	Northampton, .	\$7 73.1	\$14,401 95	-	-	1,863	\$240 34
12	6	Belchertown, .	7 66.3	4,000 00	-	-	522	300 00
4	7	Hadley, .	7 60.4	3,300 00	-	-	434	30 00
7	8	Westhampton, .	7 37.2	1,150 00	-	-	156	33 00
6	9	Ware, .	7 31.7	5,590 00	-	-	764	-
10	10	Enfield, .	7 14.3	1,200 00	-	-	168	-
8	11	Prescott, .	7 00	700 00	-	-	100	93 00
14	12	Hatfield, .	6 99.3	2,000 00	-	-	286	-
9	13	Pelham, .	6 66.7	1,000 00	-	-	150	-
13	14	Plainfield, .	5 94	600 00	-	-	101	420 00
16	15	Easthampton, .	5 85.8	4,200 00	-	-	717	-
17	16	Worthington, .	5 17.5	800 00	\$146 98	\$946 98	183	1,100 00
15	17	Goshen, .	5 00	400 00	-	-	80	263 32
23	18	Southampton, .	4 78.1	1,200 00	-	-	251	211 00
20	19	Cummington, .	4 71.7	1,000 00	-	-	212	400 00
18	20	Chesterfield, .	4 57.1	800 00	-	-	175	425 50
19	21	Middlefield, .	4 35	715 30	72 07	787 37	181	-
21	22	Williamsburg, .	4 00.8	2,000 00	-	-	499	205 00
22	23	Huntington, .	3 86.1	1,000 00	-	-	259	426 00

HAMPDEN COUNTY.

1	1	SPRINGFIELD, .	\$13 18.5	\$55,708 00	-	-	4,225	-
2	2	Longmeadow, .	9 72.4	2,426 00	\$43 86	\$2,469 86	254	-
5	3	Westfield, .	9 64.3	10,800 00	-	-	1,120	-
3	4	Chicopee, .	8 64.2	11,445 00	628 32	12,073 32	1,397	-
6	5	Holyoke, .	8 22.1	11,000 00	-	-	1,338	-
4	6	Montgomery, .	6 75.7	500 00	-	-	74	\$30 03
10	7	Ludlow, .	6 43.8	1,500 00	-	-	233	326 00
7	8	Brimfield, .	6 09.8	1,500 00	-	-	246	-
9	9	Wales, .	5 86	750 00	-	-	128	-
14	10	Monson, .	5 32.9	3,000 00	-	-	563	390 50
12	11	Palmer, .	4 86.8	3,500 00	-	-	719	120 00
18	12	Russell, .	4 84.9	737 00	-	-	152	-
16	13	Wilbraham, .	4 84.3	2,000 00	-	-	413	300 00
8	14	W. Springfield, .	4 66	2,400 00	-	-	515	-
13	15	Chester, .	4 64.3	1,300 00	-	-	280	1,000 00
11	16	Agawam, .	4 49.1	1,500 00	-	-	334	300 00
20	17	Tolland, .	3 92.2	600 00	-	-	153	453 50
21	18	Southwick, .	3 67.6	1,000 00	-	-	272	98 75
17	19	Holland, .	3 64.6	350 00	-	-	96	11 50
15	20	Blandford, .	3 55.6	800 00	-	-	225	991 00
19	21	Granville, .	3 25.7	1,000 00	-	-	307	-

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$9 61.2	\$6,200 00	-	-	645	\$400 00
2	2	Sunderland,	8 47.5	1,500 00	-	-	177	-
14	3	New Salem,	8 06.4	1,500 00	-	-	186	40 00
5	4	Conway, .	7 98.8	2,700 00	-	-	338	575 00
19	5	Orange, .	7 26.7	2,500 00	-	-	344	-
3	6	Hawley, .	7 20	900 00	-	-	125	345 00
13	7	Ashfield, .	6 63.7	1,500 00	-	-	226	573 00
6	8	Wendell, .	6 46.6	750 00	-	-	116	-
8	9	Warwick, .	6 32.9	1,000 00	-	-	158	25 50
7	10	Deerfield,	5 78.5	4,084 16	-	-	706	450 00
20	11	Northfield,	5 52.4	2,000 00	\$66 00	\$2,066 00	374	-
9	12	Whately, .	5 44.6	1,100 00	-	-	202	117 00
11	13	Heath, .	5 42.6	700 00	-	-	129	365 00
16	14	Montague, .	5 28.2	1,800 00	165 00	1,965 00	372	250 00
10	15	Barnardston,	5 06	850 00	-	-	168	-
17	16	Rowe, .	5 04.2	600 00	-	-	119	200 50
24	17	Coleraine, .	4 90.2	2,000 00	-	-	408	750 00
15	18	Shutesbury, .	4 65.1	800 00	-	-	172	304 08
22	19	Gill, .	4 43.5	550 00	-	-	124	357 00
25	20	Leverett, .	4 19.2	700 00	-	-	167	10 00
23	21	Charlemont,	3 96.5	900 00	-	-	227	324 00
21	22	Shelburne, .	3 92.2	1,200 00	-	-	306	570 00
18	23	Erving, .	3 76	500 00	-	-	133	-
12	24	Leyden, .	3 71.9	450 00	-	-	121	372 00
26	25	Buckland, .	3 00	1,200 00	-	-	400	262 50
4	26	Monroe, .	3 00	93 00	-	-	31	95 00

BERKSHIRE COUNTY.

2	1	LENOX, .	\$8 67.5	\$2,750 00	-	-	317	\$174 00
6	2	Dalton, .	7 87.4	2,000 00	-	-	254	-
11	3	Adams, .	6 92.4	12,000 00	-	-	1,733	-
1	4	Pittsfield, .	6 54.9	13,700 00	-	-	2,092	150 00
4	5	Stockbridge, .	6 34.2	3,000 00	-	-	473	-
7	6	Peru, .	5 66	600 00	-	-	106	139 00
15	7	Lee, .	5 45.2	4,967 08	-	-	911	180 00
3	8	Williamstown, .	5 03.4	3,000 00	-	-	596	-
9	9	Tyringham, .	5 00	700 00	-	-	140	200 00
24	10	Florida, .	4 90.2	1,000 00	-	-	204	184 00
8	11	Monterey, .	4 59.8	800 00	-	-	174	600 00
13	12	Sheffield, .	4 53.6	2,100 00	\$222 36	\$2,322 36	512	1,200 00
5	13	Hinsdale, .	4 53.3	1,600 00	-	-	353	530 00
10	14	Alford, .	4 47.8	300 00	-	-	67	-
16	15	Egremont, .	4 32.4	800 00	-	-	185	654 00

SCHOOL RETURNS.

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BERKSHIRE COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
12	16	Windsor, . .	\$4 32.4	\$800 00	-	-	185	\$850 00
26	17	Clarksburg, .	4 27.5	714 00	-	-	167	314 00
28	18	New Ashford, .	4 25.5	200 00	-	-	47	60 00
29	19	Cheshire, . .	4 12.1	1,500 00	-	-	364	108 00
20	20	Sandisfield, .	4 04.6	1,400 00	-	-	346	778 00
18	21	Savoy, . . .	4 00	728 00	-	-	182	665 80
17	22	N.Marlborough,	3 80.9	1,200 00	\$327 52	\$1,527 52	401	625 11
22	23	Otis,	3 63.6	800 00	-	-	220	450 00
23	24	Gt. Barrington,	3 57.1	3,000 00	-	-	840	850 00
14	25	Becket, . . .	3 54	1,200 00	-	-	339	645 25
21	26	Washington, .	3 41.4	700 00	-	-	205	523 00
31	27	Mt. Washington,	3 03	200 00	-	-	66	300 00
30	28	Hancock, . .	3 00	600 00	-	-	200	530 00
19	29	Lanesborough, .	2 80.7	800 00	-	-	285	60 00
25	30	W.Stockbridge,	2 78.6	1,000 00	-	-	359	325 00
27	31	Richmond, . .	2 65	630 00	-	-	238	350 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	\$29 82.5	\$21,384 62	-	-	717	-
2	2	Milton, . . .	19 80.2	10,000 00	-	-	505	-
4	3	Dorchester, .	17 62.8	38,500 00	-	-	2,184	-
3	4	West Roxbury,	16 37.6	22,550 05	-	-	1,377	-
6	5	Roxbury, . .	13 15	88,312 19	-	-	6,716	-
5	6	Needham, . .	11 38.2	7,000 00	-	-	615	-
7	7	Dedham, . . .	11 22.4	17,700 00	-	-	1,577	-
8	8	Quincy, . . .	10 70.4	16,558 53	-	-	1,534	-
11	9	Wrentham, . .	7 93.7	5,000 00	-	-	630	-
9	10	Walpole, . . .	7 51.9	3,000 00	-	-	399	-
19	11	Canton, . . .	7 34.1	6,600 00	-	-	899	\$37 50
14	12	Weymouth, . .	7 18.1	13,500 00	-	-	1,880	-
15	13	Cohasset, . .	6 80.2	3,000 00	-	-	441	-
18	14	Randolph, . .	6 77.5	10,000 00	-	-	1,476	5 00
20	15	Medway, . . .	6 75.7	4,500 00	-	-	666	-
16	16	Sharon, . . .	6 59	1,500 00	\$180 55	\$1,680 55	255	-
17	17	Bellingham, .	6 01.8	1,400 00	140 63	1,540 63	256	56 00
13	18	Dover,	5 92.6	800 00	-	-	135	-
21	19	Braintree, . .	5 91.7	5,000 00	-	-	845	90 00
23	20	Franklin, . .	5 90.6	3,000 00	-	-	508	-
22	21	Stoughton, . .	5 41.7	6,300 00	-	-	1,163	55 00
10	22	Foxborough, .	5 17.2	3,000 00	-	-	580	-
12	23	Medfield, . .	5 07.6	1,000 00	-	-	197	-
		Hyde Park,* .	-	-	-	-	-	-

* Newly incorporated.

BRISTOL COUNTY.

For 1868-7.	For 1867-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	\$11 66.5	\$43,500 00	-	-	3,729	-
2	2	Fairhaven, .	10 72.1	5,500 00	-	-	513	-
5	3	Seekonk, .	7 42	1,009 14	-	-	136	\$25 00
8	4	Taunton, .	7 31.5	24,695 19	-	-	3,376	-
4	5	Fall River, .	7 29.3	35,000 00	-	-	4,799	-
7	6	Rehoboth, .	7 22.1	2,500 00	\$215 07	\$2,715 07	376	-
3	7	Swansea, .	6 92.2	1,889 62	-	-	273	54 00
6	8	Dighton, .	6 28.9	2,000 00	-	-	318	50 00
18	9	Attleborough, .	5 78.4	7,924 00	-	-	1,370	175 00
11	10	Berkley, .	5 70	1,000 00	-	-	176	-
9	11	Acushnet, .	5 55.6	1,500 00	-	-	270	-
10	12	Dartmouth, .	5 51.7	4,000 00	-	-	725	-
12	13	Raynham, .	5 19.5	1,600 00	-	-	308	-
15	14	Westport, .	4 92.7	2,700 00	-	-	548	500 00
13	15	Freetown, .	4 88.6	1,500 00	-	-	307	-
17	16	Norton, .	4 31.3	1,600 00	-	-	371	-
16	17	Easton, .	4 26.1	3,000 00	-	-	704	600 00
14	18	Mansfield, .	4 00	1,936 00	-	-	484	-
19	19	Somerset, .	3 64.4	1,550 00	-	-	425	-

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$9 90.1	\$13,000 00	-	-	1,313	-
5	2	Kingston, .	9 70	2,900 00	-	-	299	\$17 00
2	3	Hull, .	8 75	350 00	-	-	40	-
10	4	Bridgewater, .	8 27.6	6,000 00	-	-	725	-
4	5	Lakeville, .	8 19.7	1,500 00	-	-	183	-
3	6	Hingham, .	7 74.3	6,031 97	-	-	779	-
6	7	Marion, .	6 98.1	1,452 00	-	-	208	-
8	8	Rochester, .	6 59.3	1,200 00	-	-	182	50 00
17	9	E. Bridgewater, .	6 55.8	4,000 00	-	-	610	-
7	10	Scituate, .	6 49.4	3,000 00	-	-	462	4 50
13	11	Halifax, .	6 30	800 00	-	-	127	-
22	12	Hanson, .	6 12.2	1,500 00	-	-	245	-
18	13	Middleborough, .	6 05.7	5,500 00	-	-	908	8 00
20	14	Hanover, .	5 91.7	2,000 00	-	-	338	-
21	15	Marshfield, .	5 91.7	2,000 00	-	-	338	20 00
11	16	South Scituate, .	5 72.4	1,700 00	-	-	297	-
16	17	Abington, .	5 70	12,500 00	-	-	2,193	-
15	18	Duxbury, .	5 38.8	2,500 00	-	-	464	25 00
9	19	Carver, .	5 29.1	1,000 00	-	-	189	261 00
12	20	N. Bridgewater, .	5 22.9	8,000 00	-	-	1,530	500 00
14	21	Pembroke, .	5 13.7	1,500 00	-	-	292	-
23	22	W. Bridgewater, .	4 85.4	2,000 00	-	-	412	-

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONTINUED.

For 1886-7.	For 1887-8.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
25	23	Mattapoisett, .	\$4 52.8	\$1,200 00	-	-	265	-
19	24	Plympton, .	4 21.1	800 00	-	-	190	-
24	25	Wareham, .	3 84.6	2,500 00	-	-	650	-

BARNSTABLE COUNTY.

1	1	YARMOUTH, .	\$9 90.1	\$4,000 00	-	-	404	-
3	2	Barnstable, .	9 31.6	9,000 00	-	-	963	-
2	3	Wellfleet, .	8 17	4,275 00	\$112 00	\$4,387 00	537	-
8	4	Falmouth, .	7 29	2,500 00	-	-	343	-
5	5	Orleans, .	6 98.4	2,200 00	-	-	315	-
4	6	Provincetown, .	6 84.9	5,000 00	-	-	730	-
6	7	Brewster, .	6 82.6	2,000 00	-	-	293	-
12	8	Dennis, .	6 42.5	5,500 00	-	-	856	\$225 00
11	9	Eastham, .	6 40	800 00	-	-	125	55 00
10	10	Sandwich, .	6 15.8	5,000 00	-	-	812	-
7	11	Chatham, .	5 89.2	3,700 00	-	-	628	-
9	12	Truro, .	5 74.7	1,500 00	-	-	261	-
13	13	Harwich, .	3 82.7	3,000 00	-	-	784	150 00

DUKES COUNTY.

1	1	EDGARTOWN, .	\$7 39.6	\$2,500 00	-	-	338	-
3	2	Gosnold, .	6 66.7	100 00	-	-	15	-
2	3	Chilmark, .	5 49.5	500 00	-	-	91	-
4	4	Tisbury, .	5 45	2,000 00	-	-	367	-

NANTUCKET COUNTY.

NANTUCKET, . .	\$12 04	\$8,500 00	-	-	706	-
MARSHPEE DIST., .	\$1 73.6	\$125 00	-	-	72	-

A GRADUATED TABLE — FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1866-7.	For 1867-8.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$17 32.3	\$687,700 00	-	\$687,700 00	39,699	-
2	2	Nantucket,	12 04	8,500 00	-	8,500 00	706	-
3	3	Norfolk, .	11 34.5	289,605 39	\$321 18	289,926 57	25,555	\$263 50
4	4	Middlesex,	11 29.7	545,681 14	325 84	546,006 98	48,331	1,802 40
5	5	Hampden,	8 77.7	113,816 00	672 18	114,488 18	13,044	4,021 28
6	6	Essex, .	7 79.2	287,125 60	1,220 45	288,346 05	37,004	910 00
7	7	Bristol, .	7 52.9	144,403 95	215 07	144,619 02	19,208	1,404 00
8	8	Worcester,	7 46.1	257,096 60	787 59	257,884 19	34,564	1,045 77
9	9	Hampshire,	7 14.2	60,470 17	219 05	60,689 22	8,498	4,197 16
11	10	Barnstable,	6 89.1	48,475 00	112 00	48,587 00	7,051	430 00
12	11	Plymouth,	6 41.5	84,933 97	-	84,933 97	13,239	885 50
10	12	Dukes, .	6 28.9	5,100 00	-	5,100 00	811	-
13	13	Franklin,	5 91.7	38,077 16	231 00	38,308 16	6,474	6,385 58
14	14	Berkshire,	5 20.2	64,789 08	549 88	65,338 96	12,561	11,445 16
AGGREGATE FOR THE STATE.								
State,			\$9 89.8	\$2,635,774 06	\$4,654 24	\$2,640,428 30	266,745	\$32,790 35

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.

For 1866-7.	For 1867-8.	COUNTIES.	Totals.
1	1	SUFFOLK,	\$17 32.3
2	2	Nantucket,	12 04
3	3	Norfolk,	11 35.6
4	4	Middlesex,	11 33.5
5	5	Hampden,	9 08.5
6	6	Essex,	7 81.7
8	7	Hampshire,	7 63.5
7	8	Bristol,	7 60.2
9	9	Worcester,	7 49.1
10	10	Barnstable,	6 95.2
12	11	Franklin,	6 90.4
13	12	Plymouth,	6 48.2
11	13	Dukes,	6 28.9
14	14	Berkshire,	6 11.3
Aggregate for the State, including voluntary contributions, .			\$10 02.2

GRADUATED TABLES — SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1865.

The first column shows the rank of the cities and towns in a similar Table for 1866-7.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1867-8.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES — SECOND SERIES.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1867-8.

For 1865-7, according to Valuation of 1865.	For 1867-8, according to Valuation of 1865.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
19	1	FLORIDA, .	\$.006-56	13	33	Plymouth, .	\$.004-13
3	2	Wellfleet, .	6-11	23	34	Watertown, .	4-12
2	3	Chelsea, .	5-97	56	35	Abington, .	4-09
93	4	Clarksburg, .	5-36	124	36	South Hadley, .	4-08
1	5	Somerville, .	5-19	123	37	Townsend, .	4-07
5	6	Pelham, .	5-06	37	38	Weymouth, .	4-04
4	7	Hawley, .	4-93	62	39	Amherst, .	4-03
6	8	Northbridge, .	4-73	46	40	Charlestown, .	4-01
48	9	Dennis, .	4-66	109	41	Lowell, .	4-00
14	10	Gloucester, .	4-66	78	42	Barnstable, .	3-97
29	11	Haverhill, .	4-59	18	43	Nantucket, .	3-95
8	12	Malden, .	4-58	81	44	Westhampton, .	3-95
9	13	Milford, .	4-58	39	45	Orleans, .	3-94
26	14	Winchester, .	4-58	22	46	Needham, .	3-89
252	15	Warren, .	4-57	63	47	Peabody, .	3-89
7	16	Warwick, .	4-53	154	48	Gardner, .	3 87
92	17	Ashland, .	4-50	76	49	Worcester, .	3-85
12	18	Stoneham, .	4-50	114	50	Conway, .	3-84
100	19	New Salem, .	4-46	30	51	Millbury, .	3-81
15	20	Westborough, .	4-41	35	52	Brookfield, .	3-80
21	21	Quincy, .	4-32	85	53	Templeton, .	3-78
20	22	Ware, .	4-28	10	54	Marblehead, .	3-75
40	23	Holyoke, .	4-26	28	55	Wendell, .	3-72
41	24	Webster, .	4-25	53	56	Roxbury, .	3-71
61	25	Arlington, .	4-23	36	57	Hopkinton, .	3-70
43	26	Newton, .	4-23	17	58	Athol, .	3-68
32	27	Lynn, .	4-22	42	59	Reading, .	3-67
166	28	Orange, .	4-17	16	60	Chicopee, .	3-66
64	29	Springfield, .	4-16	31	61	Shutesbury, .	3-65
73	30	Marlborough, .	4-15	44	62	Dedham, .	3-64
11	31	Truro, .	4-15	67	63	Eastham, .	3-64
60	32	Natick, .	4-13	38	64	N. Bridgewater, .	3-62

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
45	65	Stoughton, .	\$.003-62	104	114	Lawrence, .	\$.003-06
34	66	Sunderland, .	3-62	80	115	Upton, .	3-06
129	67	Belchertown, .	3-61	54	116	Bellingham, .	3-02
163	68	Attleborough, .	3-60	254	117	Bridgewater, .	3-01
103	69	Medway, .	3-60	89	118	Heath, .	3-01
96	70	Adams, .	3-58	127	119	Northampton, .	3-01
49	71	Georgetown, .	3-55	149	120	Winchendon, .	3-01
83	72	Fitchburg, .	3-54	184	121	Bradford, .	3-00
84	73	Wrentham, .	3-54	97	122	Amesbury, .	2-98
50	74	No. Brookfield, .	3-53	248	123	Canton, .	2-98
138	75	E. Bridgewater, .	3-52	122	124	Montague, .	2-97
25	76	Melrose, .	3-52	169	125	Lee, .	2-95
55	77	Scituate, .	3-52	94	126	Manchester, .	2-94
24	78	Greenwich, .	3-49	90	127	Newburyport, .	2-94
27	79	Oakham, .	3-46	95	128	Sandwich, .	2-94
192	80	Russell, .	3-46	101	129	Wales, .	2-94
65	81	Cambridge, .	3-45	208	130	West Boylston, .	2-94
75	82	Southborough, .	3-45	172	131	Woburn, .	2-94
117	83	Randolph, .	3-42	47	132	Harwich, .	2-93
87	84	Danvers, .	3-41	115	133	Spencer, .	2-93
79	85	Wakefield, .	3-37	74	134	Chester, .	2-92
66	86	Chatham, .	3-36	102	135	Cummington, .	2-92
59	87	Deerfield, .	3-36	186	136	Taunton, .	2-92
51	88	Holliston, .	3-33	142	137	Tisbury, .	2-92
52	89	Rowe, .	3-33	86	138	Westminster, .	2-91
171	90	Westfield, .	3-33	211	139	Groton, .	2-90
180	91	Lenox, .	3-32	106	140	Dana, .	2-89
82	92	Ludlow, .	3-30	107	141	Erving, .	2-89
91	93	Tyngsborough, .	3-30	187	142	Franklin, .	2-87
155	94	Ashburnham, .	3-29	182	143	Grafton, .	2-87
224	95	Hanson, .	3-27	133	144	Framingham, .	2-86
108	96	Rehoboth, .	3-27	135	145	Lexington, .	2-86
71	97	Greenfield, .	3-26	144	146	Wayland, .	2-85
139	98	Oxford, .	3-25	111	147	W. Newbury, .	2-84
227	99	Wenham, .	3-24	161	148	Bolton, .	2-83
98	100	Douglas, .	3-21	113	149	Wareham, .	2-83
99	101	Granby, .	3-19	218	150	Northfield, .	2-81
70	102	Brighton, .	3-18	116	151	Palmer, .	2-79
68	103	Provincetown, .	3-17	195	152	Peru, .	2-79
69	104	Berkley, .	3-16	118	153	Leicester, .	2-78
112	105	Braintree, .	3-16	178	154	Yarmouth, .	2-78
58	106	Marion, .	3-16	181	155	Fall River, .	2-77
72	107	Prescott, .	3-16	105	156	Blackstone, .	2-76
33	108	Montgomery, .	3-15	125	157	Clinton, .	2-76
269	109	Coleraine, .	3-14	200	158	Petersham, .	2-76
193	110	Rockport, .	3-13	183	159	Swampscott, .	2-76
158	111	Fairhaven, .	3-09	164	160	Holden, .	2-75
126	112	Nahant, .	3-09	153	161	Salem, .	2-75
119	113	Dorchester, .	3-07	219	162	Essex, .	2-74

SCHOOL RETURNS.

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For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
123	163	Monterey, . . .	\$.002-74	174	212	Charlemont, . . .	\$.002-45
145	164	Acton, . . .	2-72	175	213	Huntington, . . .	2-44
157	165	Concord, . . .	2-71	176	214	Ipswich, . . .	2-44
131	166	Methuen, . . .	2-71	120	215	Washington, . . .	2-42
301	167	No. Andover, . . .	2-71	231	216	Edgartown, . . .	2-41
130	168	Hubbardston, . . .	2-70	250	217	Northborough, . . .	2-41
134	169	Paxton, . . .	2-69	305	218	Tewksbury, . . .	2-41
271	170	Hanover, . . .	2-68	220	219	Lancaster, . . .	2-39
203	171	Middleton, . . .	2-68	188	220	Longmeadow, . . .	2-39
201	172	Holland, . . .	2-67	257	221	Southampton, . . .	2-39
110	173	Savoy, . . .	2-67	189	222	Auburn, . . .	2-38
136	174	Bedford, . . .	2-66	240	223	Salisbury, . . .	2-38
137	175	Walpole, . . .	2-65	202	224	Littleton, . . .	2-37
246	176	Dudley, . . .	2-64	225	225	New Braintree, . . .	2-35
140	177	Windsor, . . .	2-64	191	226	Rowley, . . .	2-35
159	178	Lakeville, . . .	2-63	226	227	Dracut, . . .	2-34
141	179	Plympton, . . .	2-63	57	228	Foxborough, . . .	2-34
143	180	Goshen, . . .	2-62	272	229	Marshfield, . . .	2-34
217	181	Medford, . . .	2-62	235	230	Milton, . . .	2-34
192	182	North Chelsea, . . .	2-62	255	231	Tyringham, . . .	2-34
212	183	Southbridge, . . .	2-62	264	232	Shrewsbury, . . .	2-34
147	184	Pembroke, . . .	2-60	185	233	Carlisle, . . .	2-33
132	185	Saugus, . . .	2-59	197	234	Hull, . . .	2-32
179	186	Hadley, . . .	2-58	204	235	Rutland, . . .	2-29
148	182	Mansfield, . . .	2-58	279	236	Wilbraham, . . .	2-29
234	188	Middleborough, . . .	2-58	205	237	Acushnet, . . .	2-28
88	189	Williamstown, . . .	2-58	168	238	Buckland, . . .	2-28
150	190	Dighton, . . .	2-57	290	239	Mt. Washington, . . .	2-28
151	191	Otis, . . .	2-57	268	240	Monson, . . .	2-28
152	192	Ashby, . . .	2-56	207	241	Sandisfield, . . .	2-28
215	193	Cohasset, . . .	2-55	299	242	Hardwick, . . .	2-27
156	194	Beverly, . . .	2-53	249	243	Stockbridge, . . .	2-27
214	195	Waltham, . . .	2-53	258	244	Halifax, . . .	2-26
177	196	Hingham, . . .	2-52	210	245	Burlington, . . .	2-24
196	197	Uxbridge, . . .	2-52	238	246	Mendon, . . .	2-24
160	198	Becket, . . .	2-51	213	247	Dover, . . .	2-23
162	199	Plainfield, . . .	2-51	242	248	Weston, . . .	2-23
243	200	Shirley, . . .	2-51	273	249	Andover, . . .	2-22
209	201	Brewster, . . .	2-50	316	250	Cheshire, . . .	2-22
167	202	Swansea, . . .	2-50	274	251	Mattapoisett, . . .	2-22
245	203	Pepperell, . . .	2-49	121	252	Charlton, . . .	2-20
170	204	Phillipston, . . .	2-49	221	253	Rochester, . . .	2-19
206	205	Duxbury, . . .	2-48	222	254	Sutton, . . .	2-19
244	206	Easthampton, . . .	2-47	223	255	Carver, . . .	2-18
233	207	Leverett, . . .	2-46	300	256	Kingston, . . .	2-17
216	208	Leominster, . . .	2-46	228	257	Chesterfield, . . .	2-15
146	209	Lunenburg, . . .	2-46	237	258	Pittsfield, . . .	2-15
173	210	Winthrop, . . .	2-46	229	259	Harvard, . . .	2-14
247	211	Ashfield, . . .	2-45	232	260	Freetown, . . .	2-12

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
265	261	New Bedford, .	\$.002-12	266	299	Sheffield, .	\$.001-74
270	262	West Roxbury, .	2-12	287	300	Sherborn, .	1-73
284	263	W.Bridgewater, .	2-12	310	301	Boston, .	1-70
236	264	Boxborough, .	2-10	291	302	Newbury, .	1-69
239	265	Brimfield, .	2-08	292	303	Royalston, .	1-69
241	266	Sturbridge, .	2-08	295	304	Billerica, .	1-66
194	267	Sharon, .	2-07	296	305	Hamilton, .	1-66
262	268	Middlefield, .	2-03	326	306	Southwick, .	1-66
251	269	Seekonk, .	2-03	296	307	Whately, .	1-65
312	270	Dalton, .	2-02	298	308	Dartmouth, .	1-64
253	271	South Scituate, .	2-02	303	309	Medfield, .	1-63
294	272	Tolland, .	2-01	302	310	W.Stockbridge, .	1-63
190	273	Hinsdale, .	2-00	304	311	Chelmsford, .	1-62
256	274	Berlin, .	1-99	261	312	Leyden, .	1-61
259	275	Lincoln, .	1-98	314	313	Groveland, .	1-60
260	276	Enfield, .	1-97	308	314	Westford, .	1-60
165	277	N.Marlborough, .	1-96	293	315	Boxford, .	1-58
263	278	Stow, .	1-96	311	316	Easton, .	1-55
199	279	Worthington, .	1-95	313	317	Blandford, .	1-51
230	280	Granville, .	1-94	307	318	W. Brookfield, .	1-50
289	281	Boylston, .	1-92	309	319	Lynnfield, .	1-49
285	282	Norton, .	1-90	318	320	Shelburne, .	1-46
283	283	Sudbury, .	1-90	319	321	Topsfield, .	1-45
330	284	New Ashford, .	1-87	320	322	Chilmark, .	1-43
288	285	Westport, .	1-86	321	323	Raynham, .	1-43
275	286	Agawam, .	1-84	327	324	Gill, .	1-41
278	287	Barre, .	1-84	331	325	Hatfield, .	1-39
276	288	Sterling, .	1-84	322	326	Gt. Barrington, .	1-38
277	289	Williamsburg, .	1-84	323	327	Egremont, .	1-36
281	290	Falmouth, .	1-82	328	328	Belmont, .	1-25
317	291	North Reading, .	1-82	329	329	Richmond, .	1-25
282	292	W. Springfield, .	1-82	332	330	Hancock, .	1-22
306	293	Princeton, .	1-80	315	331	Lanesborough, .	1-21
324	294	Dunstable, .	1-79	77	332	Monroe, .	1-17
267	295	Somerset, .	1-79	334	333	Alford, .	0-88
325	296	Wilmington, .	1-78	333	334	Gosnold, .	0-88
280	297	Brookline, .	1-77	-	335	Hudson,* .	-
286	298	Bernardston, .	1-75	-	336	Hyde Park,† .	-

* Valuation included in the towns of which it was formed.

† Newly incorporated.

GRADUATED TABLES—SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1867-8.

SUFFOLK COUNTY.

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA, .	\$.005-97	2	3	Winthrop, .	\$.002-46
3	2	North Chelsea, .	2-62	4	4	Boston, .	1-70

ESSEX COUNTY.

2	1	GLOUCESTER, .	\$.004-66	16	18	Salem, .	\$.002-75
3	2	Haverhill, .	4-59	24	19	Essex, .	2-74
4	3	Lynn, .	4-22	14	20	Methuen, .	2-71
6	4	Peabody, .	3-89	31	21	No. Andover, .	2-71
1	5	Marblehead, .	3-75	23	22	Middleton, .	2-68
5	6	Georgetown, .	3-55	15	23	Saugus, .	2-59
7	7	Danvers, .	3-41	17	24	Beverly, .	2-53
25	8	Wenham, .	3-24	18	25	Ipswich, .	2-44
22	9	Rockport, .	3-13	26	26	Salisbury, .	2-38
13	10	Nahant, .	3-09	21	27	Rowley, .	2-35
11	11	Lawrence, .	3-06	27	28	Andover, .	2-22
20	12	Bradford, .	3-00	28	29	Newbury, .	1-69
10	13	Amesbury, .	2-98	30	30	Hamilton, .	1-66
9	14	Manchester, .	2-94	33	31	Groveland, .	1-60
8	15	Newburyport, .	2-94	29	32	Boxford, .	1-58
12	16	W. Newbury, .	2-84	32	33	Lynnfield, .	1-49
19	17	Swampscott, .	2-76	34	34	Topsfield, .	1-45

MIDDLESEX COUNTY.

1	1	SOMERVILLE, .	\$.005-19	3	5	Stoneham, .	\$.004-50
2	2	Malden, .	4-58	13	6	Arlington, .	4-23
6	3	Winchester, .	4-58	9	7	Newton, .	4-23
19	4	Ashland, .	4-50	16	8	Marlborough, .	4-15

MIDDLESEX COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
12	9	Natick, .	\$.004-13	34	32	Waltham, .	\$.002-53
4	10	Watertown, .	4-12	39	33	Shirley, .	2-51
21	11	Townsend, .	4-07	40	34	Pepperell, .	2-49
10	12	Charlestown, .	4-01	47	35	Tewksbury, .	2-41
20	13	Lowell, .	4-00	31	36	Littleton, .	2-37
7	14	Hopkinton, .	3-70	36	37	Dracut, .	2-34
8	15	Reading, .	3-67	30	38	Carlisle, .	2-33
5	16	Melrose, .	3-52	32	39	Burlington, .	2-24
14	17	Cambridge, .	3-45	38	40	Weston, .	2-23
17	18	Wakefield, .	3-37	37	41	Boxborough, .	2-10
11	19	Holliston, .	3-33	41	42	Lincoln, .	1-98
18	20	Tyngsborough, .	3-30	42	43	Stow, .	1-96
15	21	Brighton, .	3-18	43	44	Sudbury, .	1-90
29	22	Woburn, .	2-94	49	45	No. Reading, .	1-82
33	23	Groton, .	2-90	50	46	Dunstable, .	1-79
22	24	Framingham, .	2-86	51	47	Wilmington, .	1-78
23	25	Lexington, .	2-86	44	48	Sherborn, .	1-73
25	26	Wayland, .	2-85	45	49	Billerica, .	1-66
26	27	Acton, .	2-72	46	50	Chelmsford, .	1-62
28	28	Concord, .	2-71	48	51	Westford, .	1-60
24	29	Bedford, .	2-66	52	52	Belmont, .	1-25
35	30	Medford, .	2-62	—	53	Hudson,* .	—
27	31	Ashby, .	2-56				

WORCESTER COUNTY.

1	1	NORTHBRIDGE, .	\$.004-73	38	21	West Boylston, .	\$.002-94
2	2	Milford, .	4-58	19	22	Spencer, .	2-93
49	3	Warren, .	4-57	15	23	Westminster, .	2-91
3	4	Westborough, .	4-41	18	24	Dana, .	2-89
8	5	Webster, .	4-25	33	25	Grafton, .	2-87
28	6	Gardner, .	3-87	30	26	Bolton, .	2-83
11	7	Worcester, .	3-85	20	27	Leicester, .	2-78
6	8	Millbury, .	3-81	17	28	Blackstone, .	2-76
7	9	Brookfield, .	3-80	22	29	Clinton, .	2-76
14	10	Templeton, .	3-78	36	30	Petersham, .	2-76
4	11	Athol, .	3-68	31	31	Holden, .	2-75
13	12	Fitchburg, .	3-54	23	32	Hubbardston, .	2-70
9	13	No. Brookfield, .	3-53	24	33	Paxton, .	2-69
5	14	Oakham, .	3-46	47	34	Dudley, .	2-64
10	15	Southborough, .	3-45	39	35	Southbridge, .	2-62
29	16	Ashburnham, .	3-29	35	36	Uxbridge, .	2-52
25	17	Oxford, .	3-25	32	37	Phillipston, .	2-49
16	18	Douglas, .	3-21	40	38	Leominster, .	2-46
12	19	Upton, .	3-06	26	39	Lunenburg, .	2-46
27	20	Winchendon, .	3-01	48	40	Northborough, .	2-41

* Valuation included in Marlborough and Stow.

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
41	41	Lancaster, .	\$.002-39	44	50	Harvard, .	\$.002-14
34	42	Auburn, .	2-38	46	51	Sturbridge, .	2-08
43	43	New Braintree, .	2-35	50	52	Berlin, .	1-99
51	44	Shrewsbury, .	2-34	54	53	Boylston, .	1-92
37	45	Rutland, .	2-29	53	54	Barre, .	1-84
56	46	Hardwick, .	2-27	52	55	Sterling, .	1-84
45	47	Mendon, .	2-24	57	56	Princeton, .	1-80
21	48	Charlton, .	2-20	55	57	Royalston, .	1-69
42	49	Sutton, .	2-19	58	58	W. Brookfield, .	1-50

HAMPSHIRE COUNTY.

1	1	PELHAM, .	\$.005-06	15	13	Hadley, .	\$.002-58
2	2	Ware, .	4-28	13	14	Plainfield, .	2-51
9	3	South Hadley, .	4-08	18	15	Easthampton, .	2-47
4	4	Amherst, .	4-03	14	16	Huntington, .	2-44
6	5	Westhampton, .	3-95	19	17	Southampton, .	2-39
11	6	Belchertown, .	3-61	17	18	Chesterfield, .	2-15
3	7	Greenwich, .	3-49	21	19	Middlefield, .	2-03
7	8	Granby, .	3-19	20	20	Enfield, .	1-97
5	9	Prescott, .	3-16	16	21	Worthington, .	1-95
10	10	Northampton, .	3-01	22	22	Williamsburg, .	1-84
8	11	Cummington, .	2-92	23	23	Hatfield, .	1-39
12	12	Goshen, .	2-62				

HAMPDEN COUNTY.

3	1	HOLYOKE, .	\$.004-26	10	12	Longmeadow, .	\$.002-39
4	2	Springfield, .	4-16	17	13	Wilbraham, .	2-29
1	3	Chicopee, .	3-66	15	14	Monson, .	2-28
11	4	Russell, .	3-46	14	15	Brimfield, .	2-08
9	5	Westfield, .	3-33	19	16	Tolland, .	2-01
6	6	Ludlow, .	3-30	13	17	Granville, .	1-94
2	7	Montgomery, .	3-15	16	18	Agawam, .	1-84
7	8	Wales, .	2-94	18	19	W. Springfield, .	1-82
5	9	Chester, .	2-92	21	20	Southwick, .	1-66
8	10	Palmer, .	2-79	20	21	Blandford, .	1-51
12	11	Holland, .	2-67				

FRANKLIN COUNTY.

1	1	HAWLEY, .	\$.004-93	11	3	New Salem, .	\$.004-46
2	2	Warwick, .	4-53	15	4	Orange, .	4-17

FRANKLIN COUNTY—CONTINUED.

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.
13	5	Conway, .	\$.003-84	18	16	Northfield, .	\$.002-81
3	6	Wendell, .	3-72	19	17	Leverett, .	2-46
4	7	Shutesbury, .	3-65	20	18	Ashfield, .	2-45
5	8	Sunderland, .	3-62	17	19	Charlemont, .	2-45
7	9	Deerfield, .	3-36	16	20	Buckland, .	2-28
6	10	Rowe, .	3-33	23	21	Bernardston, .	1-75
8	11	Greenfield, .	3-26	24	22	Whately, .	1-65
22	12	Coleraine, .	3-14	21	23	Leyden, .	1-61
10	13	Heath, .	3-01	25	24	Shelburne, .	1-46
14	14	Montague, .	2-97	26	25	Gill, .	1-41
12	15	Erving, .	2-89	9	26	Monroe, .	1-17

BERKSHIRE COUNTY.

1	1	FLORIDA, .	\$.006-56	18	17	Stockbridge, .	\$.002-27
3	2	Clarksburg, .	5-36	25	18	Cheshire, .	2-22
4	3	Adams, .	3-58	17	19	Pittsfield, .	2-15
13	4	Lenox, .	3-32	23	20	Dalton, .	2-02
12	5	Lee, .	2-95	14	21	Hinsdale, .	2-00
15	6	Peru, .	2-79	11	22	N Marlborough, .	1-96
7	7	Monterey, .	2-74	29	23	New Ashford, .	1-87
5	8	Savoy, .	2-67	20	24	Sheffield, .	1-74
8	9	Windsor, .	2-64	22	25	W. Stockbridge, .	1-63
2	10	Williamstown, .	2-58	26	26	Gt. Barrington, .	1-38
9	11	Otis, .	2-57	27	27	Egremont, .	1-36
10	12	Becket, .	2-51	28	28	Richmond, .	1-25
6	13	Washington, .	2-42	30	29	Hancock, .	1-22
19	14	Tyringham, .	2-34	24	30	Lanesborough, .	1-21
21	15	Mt. Washington, .	2-28	31	31	Alford, .	0-88
16	16	Sandisfield, .	2-28				

NORFOLK COUNTY.

1	1	QUINCY, .	\$.004-32	20	13	Canton, .	\$.002-98
3	2	Weymouth, .	4-04	15	14	Franklin, .	2-87
2	3	Needham, .	3-89	14	15	Walpole, .	2-65
6	4	Roxbury, .	3-71	18	16	Cohasset, .	2-55
4	5	Dedham, .	3-64	8	17	Foxborough, .	2-34
5	6	Stoughton, .	3-62	19	18	Milton, .	2-34
10	7	Medway, .	3-60	17	19	Dover, .	2-23
9	8	Wrentham, .	3-54	21	20	West Roxbury, .	2-12
12	9	Randolph, .	3-42	16	21	Sharon, .	2-07
11	10	Braintree, .	3-16	22	22	Brookline, .	1-77
13	11	Dorchester, .	3-07	23	23	Medfield, .	1-63
7	12	Bellingham, .	3-02	-	24	Hyde Park,* .	-

* Newly incorporated.

SCHOOL RETURNS.

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BRISTOL COUNTY.

For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.	For 1866-7.	For 1867-8.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.
6	1	ATTLEBORO', .	\$.003-60	11	11	Freetown, .	\$.002-12
2	2	Rehoboth, .	3-27	13	12	New Bedford, .	2-12
1	3	Berkley, .	3-16	12	13	Seekonk, .	2-03
5	4	Fairhaven, .	3-09	15	14	Norton, .	1-90
9	5	Taunton, .	2-92	16	15	Westport, .	1-86
8	6	Fall River, .	2-77	14	16	Somerset, .	1-79
3	7	Mansfield, .	2-58	17	17	Dartmouth, .	1-64
4	8	Dighton, .	2-57	18	18	Easton, .	1-55
7	9	Swansea, .	2-50	19	19	Raynham, .	1-43
10	10	Acushnet, .	2-28				

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$.004-13	17	14	Middleborough, .	\$.002-58
4	2	Abington, .	4-09	11	15	Hingham, .	2-52
2	3	N. Bridgewater, .	3-62	13	16	Duxbury, .	2-48
7	4	E. Bridgewater, .	3-52	22	17	Marshfield, .	2-34
3	5	Scituate, .	3-52	12	18	Hull, .	2-32
16	6	Hanson, .	3-27	20	19	Halifax, .	2-26
5	7	Marion, .	3-16	23	20	Mattapoisett, .	2-22
19	8	Bridgewater, .	3-01	14	21	Rochester, .	2-19
6	9	Wareham, .	2-83	15	22	Carver, .	2-18
21	10	Hanover, .	2-68	25	23	Kingston, .	2-17
10	11	Lakeville, .	2-63	24	24	W. Bridgewater, .	2-12
8	12	Plympton, .	2-63	18	25	South Scituate, .	2-02
9	13	Pembroke, .	2-60				

BARNSTABLE COUNTY.

1	1	WELLFLEET, .	\$.006-11	8	8	Provincetown, .	\$.003-17
5	2	Dennis, .	4-66	10	9	Sandwich, .	2-94
2	3	Truro, .	4-15	4	10	Harwich, .	2-93
9	4	Barnstable, .	3-97	11	11	Yarmouth, .	2-78
3	5	Orleans, .	3-94	12	12	Brewster, .	2-50
7	6	Eastham, .	3-64	13	13	Falmouth, .	1-82
6	7	Chatham, .	3-36				

DUKES COUNTY.

1	1	TISBURY, .	\$.002-92	3	3	Chilmark, .	\$.001-43
2	2	Edgartown, .	2-41	4	4	Gosnold, .	0-88

NANTUCKET COUNTY.

NANTUCKET, .							\$.003-95
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A GRADUATED TABLE — SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1867-8.

For 1866-7.	For 1867-8.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
1	1	NANTUCKET,	\$.003-95	\$8,500 00	—	\$8,500 00	\$2,152,568 00	—
3	2	Middlesex,	3-52	545,681 14	\$325 84	546,006 98	155,324,723 00	\$1,802 40
4	3	Hampden,	3-44	113,816 00	672 18	114,488 18	33,253,177 00	4,021 28
2	4	Barnstable,	3-40	48,475 00	112 00	48,587 00	14,276,198 00	430 00
5	5	Essex,	3-19	287,125 60	1,220 45	288,346 05	90,393,467 00	910 00
6	6	Worcester,	3-19	257,096 60	787 59	257,884 19	80,857,766 00	1,045 77
7	7	Norfolk,	3-05	289,605 39	321 18	289,926 57	95,097,794 00	263 50
8	8	Plymouth,	3-04	84,933 97	—	84,933 97	27,932,058 00	885 50
10	9	Hampshire,	2-96	60,470 17	219 05	60,689 22	20,510,994 00	4,197 16
9	10	Franklin,	2-94	38,077 16	231 00	38,308 16	13,048,120 00	6,385 58
12	11	Bristol,	2-43	144,403 95	215 07	144,619 02	59,464,668 00	1,404 00
11	12	Berkshire,	2-34	64,789 08	549 88	65,338 96	27,937,444 00	11,445 16
13	13	Dukes,	2-34	5,100 00	—	5,100 00	2,183,975 00	—
14	14	Suffolk,	1-78	687,700 00	—	687,700 00	387,276,700 00	—

AGGREGATE FOR THE STATE.

14 Counties,	\$.002-62	\$2,635,774 06	\$4,654 24	\$2,640,428 30	\$1,009,709,652 00	\$32,790 35
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*Arrangement of the Counties according to their Appropriations,
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1866-7.	For 1867-8.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	NANTUCKET,	\$.003-95
3	2	Hampden,	3-57
4	3	Middlesex,	3-53
2	4	Barnstable,	3-43
5	5	Franklin,	3-43
6	6	Essex,	3-20
8	7	Worcester,	3-20
7	8	Hampshire,	3-16
10	9	Plymouth,	3-07
9	10	Norfolk,	3-05
11	11	Berkshire,	2-75
12	12	Bristol,	2-46
13	13	Dukes,	2-34
14	14	Suffolk,	1-78
Aggregate for the State,			\$.002-65

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15 according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

Table in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1867-8.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	BROOKLINE,	717	918	1.28-10	34	Dana, . .	170	156	.92-06
2	Northborough,	346	404	1.16-91	35	Holden, . .	364	332	.91-35
3	Rockport, .	778	857	1.10-15	36	N. Braintree,	137	125	.91-24
4	Sunderland, .	177	194	1.09-89	37	Dunstable, .	89	81	.91-01
5	Dracut, .	290	311	1.07-41	38	Leverett, .	167	151	.90-72
6	Boxborough, .	81	86	1.06-17	39	Wendell, .	116	104	.90-09
7	Greenwich, .	105	111	1.05-71	40	Princeton, .	221	198	.89-82
8	Kingston, .	299	311	1.04-18	41	Amherst, .	620	551	.88-87
9	Ashby, .	204	207	1.01-71	42	Monroe, .	31	27	.88-71
10	Hanover, .	338	342	1.01-18	43	Holliston, .	698	606	.88-47
11	Seekonk, .	136	137	1.01-10	44	Hatfield, .	286	251	.87-94
12	Andover, .	844	851	1.00-89	45	Concord, .	422	371	.87-91
13	Waltham, .	1,213	1,201	.99-01	46	Enfield, .	168	147	.87-50
14	Acton, .	312	308	.98-72	47	Somerville, .	2,123	1,855	.87-38
15	Ashland, .	362	357	.98-62	48	Milton, .	505	441	.87-33
16	Templeton, .	456	447	.98-14	49	Lakeville, .	183	159	.87-16
17	Nahant, .	74	72	.97-97	50	Petersham, .	268	233	.87-13
18	Warwick, .	158	153	.96-84	51	Rochester, .	182	158	.87-09
19	New Salem, .	186	180	.96-77	52	Truro, .	261	226	.86-78
20	Prescott, .	100	95	.95-50	53	Pepperell, .	392	340	.86-73
21	Royalston, .	301	286	.95-18	54	Granby, .	181	156	.86-19
22	Plainfield, .	101	96	.95-05	55	Needham, .	615	530	.86-18
23	Leominster, .	690	655	.95-00	56	Warren, .	400	344	.86-12
24	Westminster, .	347	329	.94-81	57	Oxford, .	515	443	.86-11
25	Northbridge, .	658	623	.94-76	58	Erving, .	133	114	.86-09
26	Littleton, .	209	198	.94-74	59	Heath, .	129	111	.86-05
27	Holyoke, .	1,338	1,264	.94-47	60	Ashburnham, .	456	392	.85-96
28	Barre, .	472	445	.94-28	61	Brookfield, .	429	368	.85-90
29	Belmont, .	257	239	.93-00	62	Cummington, .	212	182	.85-85
30	Tyngsboro', .	112	104	.92-86	63	Raynham, .	308	263	.85-39
31	Hubbardston, .	316	292	.92-40	64	No. Chelsea, .	183	156	.85-25
32	Paxton, .	130	120	.92-31	65	Marshfield, .	338	288	.85-21
33	Lunenburg, .	211	194	.92-18	66	Reading, .	561	476	.84-94

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Worcester, .	5,491	4,660	.84-88	115	Charlton, .	395	319	.80-88
68	Eastham, .	125	106	.84-80	116	Yarmouth, .	404	326	.80-79
69	Phillipston, .	154	130	.84-74	117	Montague, .	372	300	.80-78
70	Pelham, .	150	127	.84-67	118	Brighton, .	874	704	.80-61
71	Orleans, .	315	265	.84-29	119	Worthington, .	183	147	.80-60
72	Falmouth, .	343	289	.84-26	120	Plympton, .	190	153	.80-53
73	Chilmark, .	91	76	.84-07	121	E.Bridgewa'r, .	610	491	.80-49
74	Freetown, .	307	258	.84-04	122	Harvard, .	287	231	.80-49
75	Oakham, .	181	152	.83-98	123	Middleton, .	218	174	.80-05
76	Stoneham, .	575	482	.83-91	124	Uxbridge, .	583	466	.80-02
77	Gill, .	124	104	.83-87	125	Sturbridge, .	381	303	.79-66
78	Orange, .	344	288	.83-86	126	Arlington, .	584	464	.79-54
79	Spencer, .	711	595	.83-76	127	Medfield, .	197	156	.79-44
80	Wilmington, .	175	146	.83-71	128	Douglas, .	537	426	.79-33
81	Bellingham, .	256	214	.83-59	129	Auburn, .	224	177	.79-24
82	Leicester, .	500	417	.83-50	130	W.Brookfield, .	368	291	.79-21
83	Westfield, .	1,120	935	.83-48	131	Boylston, .	180	142	.79-17
84	Conway, .	338	282	.83-43	132	Savoy, .	182	144	.79-12
85	Methuen, .	504	420	.83-43	133	Weymouth, .	1,880	1,487	.79-12
86	Shrewsbury, .	295	245	.83-22	134	W. Newbury, .	426	337	.79-10
87	Hawley, .	125	104	.83-20	135	Chicopee, .	1,397	1,104	.79-06
88	Melrose, .	621	516	.83-17	136	No. Reading, .	210	166	.79-05
89	W. Roxbury, .	1,377	1,144	.83-12	137	So. Hadley, .	491	388	.79-02
90	Montgomery, .	74	61	.83-11	138	Longmeadow, .	254	200	.78-94
91	Townsend, .	374	310	.82-90	139	Natick, .	1,187	937	.78-91
92	Georgetown, .	397	329	.82-87	140	Hopkinton, .	1,087	856	.78-79
93	Swampscott, .	331	274	.82-78	141	Weston, .	224	176	.78-79
94	Rowe, .	119	98	.82-77	142	Marion, .	208	163	.78-61
95	Barnardston, .	168	139	.82-74	143	Carlisle, .	146	114	.78-42
96	Marblehead, .	1,341	1,109	.82-70	144	Ipswich, .	577	452	.78-42
97	Carver, .	189	156	.82-54	145	Ludlow, .	233	182	.78-33
98	Dorchester, .	2,184	1,802	.82-51	146	Quincy, .	1,534	1,200	.78-26
99	Sterling, .	340	280	.82-50	147	Lowell, .	6,052	4,731	.78-17
100	Berlin, .	210	173	.82-38	148	Charlestown, .	5,679	4,436	.78-12
101	Rutland, .	241	198	.82-36	149	Clinton, .	843	657	.78-00
102	Belchertown, .	522	429	.82-18	150	Chelsea, .	3,352	2,611	.77-91
103	Upton, .	390	320	.82-18	151	New Bedford, .	3,729	2,901	.77-80
104	Medway, .	666	546	.81-98	152	Athol, .	583	453	.77-70
105	Woburn, .	1,687	1,381	.81-86	153	Brimfield, .	246	191	.77-64
106	Amesbury, .	855	699	.81-75	154	Lexington, .	442	343	.77-60
107	Gloucester, .	2,844	2,318	.81-50	155	Halifax, .	127	98	.77-56
108	Fairhaven, .	513	417	.81-38	156	Provincetown, .	730	565	.77-40
109	Essex, .	360	292	.81-25	157	Scituate, .	462	357	.77-27
110	Medford, .	1,145	929	.81-14	158	Middleboro', .	908	701	.77-26
111	Winchester, .	554	449	.81-14	159	Dighton, .	318	245	.77-20
112	Newton, .	2,073	1,681	.81-11	160	Brewster, .	293	226	.77-13
113	Nantucket, .	706	572	.81-09	161	Malden, .	686	1,298	.77-02
114	Ashfield, .	226	183	.80-97	162	Franklin, .	508	391	.76-97

SCHOOL RETURNS.

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Shelburne, .	306	235	.76-96	211	Lenox, .	317	232	.73-19
164	Framingham, .	875	673	.76-91	212	Bedford, .	145	106	.73-10
165	Goshen, .	80	61	.76-88	213	Shirley, .	338	247	.73-08
166	Duxbury, .	464	356	.76-72	214	W. Bridgewater, .	412	301	.73-06
167	Manchester, .	381	292	.76-64	215	Mansfield, .	484	353	.73-04
168	Wellfleet, .	537	411	.76-63	216	Deerfield, .	706	515	.73-02
169	Chelmsford, .	513	393	.76-61	217	Swansea, .	273	199	.72-89
170	Wenham, .	201	154	.76-61	218	W. Boylston, .	505	368	.72-87
171	Walpole, .	399	305	.76-57	219	Attleborough, .	1,370	997	.72-77
172	Tewksbury, .	255	195	.76-47	220	Boxford, .	202	147	.72-77
173	Blandford, .	225	172	.76-44	221	Westport, .	548	398	.72-72
174	Hardwick, .	405	309	.76-30	222	Boston, .	36030	26186	.72-68
175	Lynnfield, .	156	119	.76-28	223	Bridgewater, .	725	525	.72-41
176	Gardner, .	704	536	.76-21	224	Watertown, .	856	619	.72-37
177	Ware, .	764	582	.76-18	225	No. Andover, .	502	363	.72-31
178	Westborough, .	663	505	.76-17	226	Peabody, .	1,419	1,026	.72-30
179	Abington, .	2,193	1,667	.76-04	227	Dedham, .	1,577	1,187	.72-13
180	Sherborn, .	221	168	.76-02	228	Lincoln, .	154	111	.72-08
181	Easton, .	704	535	.75-99	229	Stow, .	367	264	.72-07
182	Beverly, .	1,145	869	.75-94	230	Agawam, .	334	240	.72-01
183	Peru, .	106	80	.75-94	231	Grafton, .	931	670	.71-97
184	Winchendon, .	559	422	.75-58	232	Lancaster, .	356	256	.71-91
185	Fitchburg, .	1,868	1,411	.75-54	233	Wales, .	128	92	.71-88
186	Holland, .	96	72	.75-52	234	Danvers, .	1,207	867	.71-83
187	Hanson, .	245	185	.75-51	235	Westhampton, .	156	112	.71-79
188	Edgartown, .	338	255	.75-44	236	Lynn, .	4,854	3,476	.71-61
189	Mendon, .	233	175	.75-32	237	Coleraine, .	408	292	.71-57
190	Northfield, .	374	281	.75-27	238	Wrentham, .	630	450	.71-43
191	Tyringham, .	140	105	.75-21	239	Monson, .	563	402	.71-40
192	Barnstable, .	963	722	.75-03	240	Windsor, .	185	132	.71-35
193	Chester, .	280	210	.75-00	241	Wilbraham, .	413	294	.71-31
194	Dennis, .	856	641	.74-94	242	Rehoboth, .	376	268	.71-28
195	Stoughton, .	1,163	871	.74-94	243	Foxborough, .	580	413	.71-21
196	Dover, .	135	101	.74-81	244	Haverhill, .	2,157	1,535	.71-19
197	N. Brookfield, .	596	443	.74-33	245	Burlington, .	104	74	.71-15
198	Harwich, .	784	582	.74-30	246	N. Bridgewater, .	1,530	1,082	.70-75
199	Hancock, .	200	148	.74-25	247	Buckland, .	400	282	.70-62
200	Hadley, .	434	322	.74-19	248	Wareham, .	650	459	.70-62
201	Shutesbury, .	172	127	.74-13	249	Pittsfield, .	2,092	1,477	.70-60
202	Billerica, .	342	253	.74-12	250	Chestfield, .	175	123	.70-57
203	Sharon, .	255	189	.74-12	251	Bolton, .	345	243	.70-44
204	Williamsburg, .	499	369	.73-95	252	So. Scituate, .	297	208	.70-20
205	Wayland, .	230	170	.73-91	253	Tisbury, .	367	257	.70-16
206	Hudson, .	394	290	.73-73	254	Palmer, .	719	501	.69-75
207	Plymouth, .	1,313	968	.73-72	255	Chatham, .	628	438	.69-75
208	Wakefield, .	664	489	.73-72	256	Springfield, .	4,225	2,942	.69-63
209	Otis, .	220	161	.73-41	257	Becket, .	339	236	.69-62
210	Hamilton, .	125	91	.73-20	258	Westford, .	329	229	.69-60

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	Winthrop, .	134	.93	298	Whately, .	202	.63-86
260	Saugus, .	439	.304	299	Florida, .	204	.63-72
261	Charlemont, .	227	.157	300	Rowley, .	266	.63-72
262	Stockbridge, .	473	.326	301	Leyden, .	121	.63-64
263	Dalton, .	254	.175	302	Northampton, .	1,863	.63-45
264	Southborough, .	417	.287	303	Salisbury, .	773	.63-26
265	Lanesborough, .	285	.196	304	Monterey, .	174	.62-93
266	Russell, .	152	.104	305	Mt. Washing'n, .	66	.62-88
267	Cambridge, .	7,323	5,019	306	Topsfield, .	240	.62-71
268	Sandisfield, .	346	.236	307	Hingham, .	779	.62-32
269	Taunton, .	3,376	2,303	308	Granville, .	307	.62-21
270	Egremont, .	185	.126	309	Newburyport, .	2,994	.61-92
271	Braintree, .	845	.575	310	Roxbury, .	6,716	.61-91
272	Sudbury, .	369	.250	311	Adams, .	1,733	.61-77
273	Canton, .	899	.609	312	Cohasset, .	441	.61-34
274	Middlefield, .	181	.122	313	Williamstown, .	596	.60-82
275	W. Springfi'd, .	515	.348	314	Bradford, .	385	.59-87
276	Groveland, .	337	.227	315	Cheshire, .	364	.59-20
277	Hull, .	40	.27	316	Alford, .	67	.58-96
278	Randolph, .	1,476	.996	317	Dartmouth, .	725	.58-62
279	Lee, .	911	.614	318	Webster, .	701	.58-35
280	Berkley, .	176	.118	319	Fall River, .	4,799	.57-69
281	Marlborough, .	1,406	.942	320	Newbury, .	290	.56-89
282	Groton, .	746	.499	321	Dudley, .	538	.56-23
283	Huntington, .	259	.173	322	Richmond, .	238	.56-09
284	Gosnold, .	15	.10	323	Southbridge, .	1,078	.55-75
285	Southampton, .	251	.167	324	Washington, .	205	.55-61
286	Sutton, .	550	.363	325	Easthampton, .	717	.53-97
287	Hinsdale, .	353	.231	326	Mattapoissett, .	265	.53-96
288	Millbury, .	869	.568	327	W. Stockbr'ge, .	359	.53-90
289	N. Marlboro', .	401	.262	328	Tolland, .	153	.52-94
290	Greenfield, .	645	.421	329	Lawrence, .	4,462	.51-45
291	Sandwich, .	812	.530	330	Sheffield, .	512	.51-37
292	Pembroke, .	292	.190	331	Gt. Barringt'n, .	840	.51-19
293	Blackstone, .	1,129	.733	332	Salem, .	4,920	.48-54
294	Milford, .	2,336	1,514	333	New Ashford, .	47	.47-87
295	Acushnet, .	270	.174	334	Somerset, .	425	.44-47
296	Southwick, .	272	.175	335	Clarksburg, .	167	.41-92
297	Norton, .	371	.237	336	Hyde Park, .	-	-

GRADUATED TABLES — THIRD SERIES.

[COUNTY TABLES.]

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1867-8.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. xc.]

SUFFOLK COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. CHELSEA,	183	.85-25	3	Boston, .	36030	.72-68
2	Chelsea, .	3,352	.77-91	4	Winthrop, .	134	.69-40

ESSEX COUNTY.

1	ROCKPORT, .	778	857	1.10-15	18	Hamilton, .	125	91	.73-20
2	Andover, .	844	851	1.00-89	19	Boxford, .	202	147	.72-77
3	Nahant, .	74	72	.97-97	20	No. Andover, .	502	363	.72-31
4	Methuen, .	504	420	.83-43	21	Peabody, .	1,419	1,026	.72-30
5	Georgetown, .	397	329	.82-87	22	Danvers, .	1,207	867	.71-83
6	Swampscott, .	331	274	.82-78	23	Lynn, .	4,854	3,476	.71-61
7	Marblehead, .	1,341	1,109	.82-70	24	Haverhill, .	2,157	1,535	.71-19
8	Amesbury, .	855	699	.81-75	25	Saugus, .	439	304	.69-36
9	Gloucester, .	2,844	2,318	.81-50	26	Groveland, .	337	227	.67-51
10	Essex, .	360	292	.81-25	27	Rowley, .	266	169	.63-72
11	Middleton, .	218	174	.80-05	28	Salisbury, .	773	489	.63-26
12	W. Newbury, .	426	337	.79-10	29	Topsfield, .	240	150	.62-71
13	Ipswich, .	577	452	.78-42	30	Newburyport, .	2,994	1,854	.61-92
14	Manchester, .	381	292	.76-64	31	Bradford, .	385	230	.59-87
15	Wenham, .	201	154	.76-61	32	Newbury, .	290	165	.56-89
16	Lynnfield, .	156	119	.76-28	33	Lawrence, .	4,462	2,295	.51-45
17	Beverly, .	1,145	869	.75-94	34	Salem, .	4,920	2,388	.48-54

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	DRACUT, .	290	311	1.07-41	28	Hopkinton, .	1,087	856	.78-79
2	Boxborough, .	81	86	1.06-17	29	Weston, .	224	176	.78-79
3	Ashby, .	204	207	1.01-71	30	Carlisle, .	146	114	.78-42
4	Waltham, .	1,213	1,201	.99-01	31	Lowell, .	6,052	4,731	.78-17
5	Acton, .	312	308	.98-72	32	Charlestown, .	5,679	4,436	.78-12
6	Ashland, .	362	357	.98-62	33	Lexington, .	442	343	.77-60
7	Littleton, .	209	198	.94-74	34	Malden, .	686	1,298	.77-02
8	Belmont, .	257	239	.93-00	35	Framingham, .	875	673	.76-91
9	Tyngsboro', .	112	104	.92-86	36	Chelmsford, .	513	393	.76-61
10	Dunstable, .	89	81	.91-01	37	Tewksbury, .	255	195	.76-47
11	Holliston, .	698	606	.88-47	38	Sherborn, .	221	168	.76-02
12	Concord, .	422	371	.87-91	39	Billerica, .	342	253	.74-12
13	Somerville, .	2,123	1,855	.87-38	40	Wayland, .	230	170	.73-91
14	Pepperell, .	392	340	.86-73	41	Hudson, .	394	290	.73-73
15	Reading, .	561	476	.84-94	42	Wakefield, .	664	489	.73-72
16	Stoneham, .	575	482	.83-91	43	Bedford, .	145	106	.73-10
17	Wilmington, .	175	146	.83-71	44	Shirley, .	338	247	.73-08
18	Melrose, .	621	516	.83-17	45	Watertown, .	856	619	.72-37
19	Townsend, .	374	310	.82-90	46	Lincoln, .	154	111	.72-08
20	Woburn, .	1,687	1,381	.81-86	47	Stow, .	367	264	.72-07
21	Medford, .	1,145	929	.81-14	48	Burlington, .	104	74	.71-15
22	Winchester, .	554	449	.81-14	49	Westford, .	329	229	.69-60
23	Newton, .	2,073	1,681	.81-11	50	Cambridge, .	7,323	5,019	.68-54
24	Brighton, .	874	704	.80-61	51	Sudbury, .	369	250	.67-89
25	Arlington, .	584	464	.79-54	52	Marlborough, .	1,406	942	.67-03
26	No. Reading, .	210	166	.79-05	53	Groton, .	746	499	.66-96
27	Natick, .	1,187	937	.78-91					

WORCESTER COUNTY.

1	NORTHBORO',	346	404	1.16-91	14	Princeton, .	221	198	.89-82
2	Templeton, .	456	447	.98-14	15	Petersham, .	268	233	.87-13
3	Royalston, .	301	286	.95-18	16	Warren, .	400	344	.86-12
4	Leominster, .	690	655	.95-00	17	Oxford, .	515	443	.86-11
5	Westminster, .	347	329	.94-81	18	Ashburnham, .	456	392	.85-96
6	Northbridge, .	658	623	.94-76	19	Brookfield, .	429	368	.85-90
7	Barre, .	472	445	.94-28	20	Worcester, .	5,491	4,660	.84-88
8	Hubbardston, .	316	292	.92-40	21	Phillipston, .	154	130	.84-74
9	Paxton, .	130	120	.92-31	22	Oakham, .	181	152	.83-98
10	Lunenburg, .	211	194	.92-18	23	Spencer, .	711	595	.83-76
11	Dana, .	170	156	.92-06	24	Leicester, .	500	417	.83-50
12	Holden, .	364	332	.91-35	25	Shrewsbury, .	295	245	.83-22
13	N. Braintree, .	137	125	.91-24	26	Sterling, .	340	280	.82-50

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend-ance upon School.	Ratio of attendance to the whole No. of chil-dren between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend-ance upon School.	Ratio of attendance to the whole No. of chil-dren between 5 and 15, expressed in decimals.
27 Berlin, .	210	173	.82-38	43 Winchendon, .	559	422	.75-58
28 Rutland, .	241	198	.82-36	44 Fitchburg, .	1,868	1,411	.75-54
29 Upton, .	390	320	.82-18	45 Mendon, .	233	175	.75-32
30 Charlton, .	395	319	.80-89	46 N. Brookfield, .	596	443	.74-33
31 Harvard, .	287	231	.80-49	47 W. Boylston, .	505	368	.72-87
32 Uxbridge, .	583	466	.80-02	48 Grafton, .	931	670	.71-97
33 Sturbridge, .	381	303	.79-66	49 Lancaster, .	356	256	.71-91
34 Douglas, .	537	426	.79-33	50 Bolton, .	345	243	.70-44
35 Auburn, .	224	177	.79-24	51 Southborough, .	417	287	.68-82
36 W. Brookfield, .	368	291	.79-21	52 Sutton, .	550	363	.66-09
37 Boylston, .	180	142	.79-17	53 Millbury, .	869	568	.65-42
38 Clinton, .	843	657	.78-00	54 Blackstone, .	1,129	733	.64-92
39 Athol, .	583	453	.77-70	55 Milford, .	2,336	1,514	.64-83
40 Hardwick, .	405	309	.76-30	56 Webster, .	701	409	.58-35
41 Gardner, .	704	536	.76-21	57 Dudley, .	538	302	.56-23
42 Westborough, .	663	505	.76-17	58 Southbridge, .	1,078	601	.55-75

HAMPSHIRE COUNTY.

1 GREENWICH, .	105	111	1.05-71	13 Goshen, .	80	61	.76-88
2 Prescott, .	100	95	.95-50	14 Ware, .	764	582	.76-18
3 Plainfield, .	101	96	.95-05	15 Hadley, .	434	322	.74-19
4 Amherst, .	620	551	.88-87	16 Williamsburg, .	499	369	.73-95
5 Hatfield, .	286	251	.87-94	17 Westhampton, .	156	112	.71-79
6 Enfield, .	168	147	.87-50	18 Chesterfield, .	175	123	.70-57
7 Granby, .	181	156	.86-19	19 Middlefield, .	181	122	.67-68
8 Cummington, .	212	182	.85-85	20 Huntington, .	259	173	.66-79
9 Pelham, .	150	127	.84-67	21 Southampton, .	251	167	.66-53
10 Belchertown, .	522	429	.82-18	22 Northampton, .	1,863	1,182	.63-45
11 Worthington, .	183	147	.80-60	23 Easthampton, .	717	387	.53-97
12 South Hadley, .	491	388	.79-02				

HAMPDEN COUNTY.

1 HOLYOKE, .	1,338	1,264	.94-47	6 Ludlow, .	233	182	.78-33
2 Westfield, .	1,120	935	.83-48	7 Brimfield, .	246	191	.77-64
3 Montgomery, .	74	61	.83-11	8 Blandford, .	225	172	.76-44
4 Chicopee, .	1,397	1,104	.79-06	9 Holland, .	96	72	.75-52
5 Longmeadow, .	254	200	.78-94	10 Chester, .	280	210	.75-00

HAMPDEN COUNTY—CONTINUED.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.		
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
11	Agawam, .	334	240	.72-01	17	Russell, .	152	104	.68-75
12	Wales, .	128	92	.71-88	18	W. Springf'd,	515	348	.67-67
13	Monson, .	563	402	.71-40	19	Southwick, .	272	175	.64-34
14	Wilbraham, .	413	294	.71-31	20	Granville, .	307	191	.62-21
15	Palmer, .	719	501	.69-75	21	Tolland, .	153	81	.52-94
16	Springfield, .	4,225	2,942	.69-63					

FRANKLIN COUNTY.

1	SUNDERL'D, .	177	194	1.09-89	14	Bernardston, .	168	139	.82-74
2	Warwick, .	158	153	.96-84	15	Ashfield, .	226	183	.80-97
3	New Salem, .	186	180	.96-77	16	Montague, .	372	300	.80-78
4	Leverett, .	167	151	.90-72	17	Shelburne, .	306	235	.76-96
5	Wendell, .	116	104	.90-09	18	Northfield, .	374	281	.75-27
6	Monroe, .	31	27	.88-71	19	Shutesbury, .	172	127	.74-13
7	Erving, .	133	114	.86-09	20	Deerfield, .	706	515	.73-02
8	Heath, .	129	111	.86-05	21	Coleraine, .	408	292	.71-57
9	Gill, .	124	104	.83-87	22	Buckland, .	400	282	.70-62
10	Orange, .	344	288	.83-86	23	Charlemont, .	227	157	.69-16
11	Conway, .	338	282	.83-43	24	Greenfield, .	645	421	.65-27
12	Hawley, .	125	104	.83-20	25	Whately, .	202	129	.63-86
13	Rowe, .	119	98	.82-77	26	Leyden, .	121	77	.63-64

BERKSHIRE COUNTY.

1	SAVOY, .	182	144	.79-12	17	N. Marlboro', .	401	262	.65-34
2	Pernu, .	106	80	.75-94	18	Florida, .	204	130	.63-72
3	Tyringham, .	140	105	.75-21	19	Monterey, .	174	109	.62-93
4	Hancock, .	200	148	.74-25	20	Mt. Washin'n, .	66	41	.62-88
5	Otis, .	220	161	.73-41	21	Adams, .	1,733	1,070	.61-77
6	Lenox, .	317	232	.73-19	22	Williamstown, .	596	362	.60-82
7	Windsor, .	185	132	.71-35	23	Cheshire, .	364	215	.59-20
8	Pittsfield, .	2,092	1,477	.70-60	24	Alford, .	67	39	.58-96
9	Becket, .	339	236	.69-62	25	Richmond, .	238	133	.56-09
10	Stockbridge, .	473	326	.68-92	26	Washington, .	205	114	.55-61
11	Dalton, .	254	175	.68-90	27	W. Stockb'ge, .	359	193	.53-90
12	Lanesborough, .	285	196	.68-77	28	Sheffield, .	512	263	.51-37
13	Sandisfield, .	346	236	.68-35	29	Gt. Barringt'n, .	840	430	.51-19
14	Egremont, .	185	126	.68-11	30	New Ashford, .	47	22	.47-87
15	Lee, .	911	614	.67-45	31	Clarksburg, .	167	70	.41-92
16	Hinsdale, .	353	231	.65-44					

SCHOOL RETURNS.

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NORFOLK COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
1	BROOKLINE,	717	918	1.28-10	13	Stoughton,	1,163
2	Milton, .	505	441	.87-33	14	Dover, .	135
3	Needham, .	615	530	.86-18	15	Sharon, .	255
4	Bellingham, .	256	214	.83-59	16	Dedham, .	1,577
5	W. Roxbury,	1,377	1,144	.83-12	17	Wrentham, .	630
6	Dorchester, .	2,184	1,802	.82-51	18	Foxborough,	580
7	Medway, .	666	546	.81-98	19	Braintree, .	845
8	Medfield, .	197	156	.79-44	20	Canton, .	899
9	Weymouth, .	1,880	1,487	.79-12	21	Randolph, .	1,476
10	Quincy, .	1,534	1,200	.78-26	22	Roxbury, .	6,716
11	Franklin, .	508	391	.76-97	23	Cohasset, .	441
12	Walpole, .	399	305	.76-57			

BRISTOL COUNTY.

1	SEEKONK, .	136	137	1.01-10	11	Westport, .	548	398	.72-72
2	Raynham, .	308	263	.85-39	12	Rehoboth, .	376	268	.71-28
3	Freetown, .	307	258	.84-04	13	Taunton, .	3,376	2,303	.68-22
4	Fairhaven, .	513	417	.81-38	14	Berkley, .	176	118	.67-33
5	New Bedford,	3,729	2,901	.77-80	15	Acushnet, .	270	174	.64-63
6	Dighton, .	318	245	.77-20	16	Norton, .	371	237	.63-88
7	Easton, .	704	535	.75-99	17	Dartmouth, .	725	425	.58-62
8	Mansfield, .	484	353	.73-04	18	Fall River, .	4,799	2,768	.57-69
9	Swansea, .	273	199	.72-89	19	Somerset, .	425	189	.44-47
10	Attleborough,	1,370	997	.72-77					

PLYMOUTH COUNTY.

1	KINGSTON, .	299	311	1.04-18	14	Abington, .	2,193	1,667	.76-04
2	Hanover, .	338	342	1.01-18	15	Hanson, .	245	185	.75-51
3	Lakeville, .	183	159	.87-16	16	Plymouth, .	1,313	968	.73-72
4	Rochester, .	182	158	.87-09	17	W. Bridgew'r,	412	301	.73-06
5	Marshfield, .	338	288	.85-21	18	Bridgewater,	725	525	.72-41
6	Carver, .	189	156	.82-54	19	N. Bridgewa'r,	1,530	1,082	.70-75
7	Plympton, .	190	153	.80-53	20	Wareham, .	650	459	.70-62
8	E. Bridgewa'r,	610	491	.80-49	21	So. Scituate, .	297	208	.70-20
9	Marion, .	208	163	.78-61	22	Hull, .	40	27	.67-50
10	Halifax, .	127	98	.77-56	23	Pembroke, .	292	190	.65-07
11	Scituate, .	462	357	.77-27	24	Hingham, .	779	485	.62-32
12	Middleboro', .	908	701	.77-26	25	Mattapoisett,	265	143	.53-96
13	Duxbury, .	464	356	.76-72					

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	TRURO, .	261	226	.86-78	8	Wellfleet, .	537	411	.76-63
2	Eastham, .	125	106	.84-80	9	Barnstable, .	963	722	.75-03
3	Orleans, .	315	265	.84-29	10	Dennis, .	856	641	.74-94
4	Falmouth, .	343	289	.84-26	11	Harwich, .	784	582	.74-30
5	Yarmouth, .	404	326	.80-79	12	Chatham, .	628	438	.69-75
6	Provincetown, .	730	565	.77-40	13	Sandwich, .	812	530	.65-27
7	Brewster, .	293	226	.77-13					

DUKES COUNTY.

1	CHILMARK, .	91	76	.84-07	3	Tisbury, .	367	257	.70-16
2	Edgartown, .	338	255	.75-44	4	Gosnold, .	15	10	.66-67

NANTUCKET COUNTY.

1	NANTUCKET,	706	572	.81-09
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INDIANS.

MARSHPEE, .	72	39	.54-28	Chippequiddic, .	-	-	-
Gay Head, .	-	-	-	Christiantown, .	-	-	-

TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1867-8.

For 1866-7.	For 1867-8.	COUNTIES.	Ratio of . attendance, &c.
1	1	NANTUCKET, . . . . .	.81-09
8	2	Worcester, . . . . .	.78-55
2	3	Middlesex, . . . . .	.78-36
3	4	Franklin, . . . . .	.78-07
7	5	Barnstable, . . . . .	.75-60
6	6	Plymouth, . . . . .	.75-41
13	7	Hampden, . . . . .	.74-87
4	8	Norfolk, . . . . .	.73-99
10	9	Hampshire, . . . . .	.73-93
5	10	Dukes, . . . . .	.73-86
9	11	Suffolk, . . . . .	.73-17
11	12	Bristol, . . . . .	.68-66
12	13	Essex, . . . . .	.68-65
14	14	Berkshire, . . . . .	.64-30

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	266,745
Mean average attendance,	197,222
Ratio of attendance to the whole number of children between 5 and 15 years of age, expressed in decimals,74

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REPORT OF BOARD OF EDUCATION AND OF ITS SECRETARY.

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